DOCUMENT RESUME

ED 047 688 JC 710 076

AUTHOR	Ware, Claude; Gold, Ben K.
TITLE	The Los Angeles City College Peer Counseling Program.
INSTITUTION	American Association of Junior Colleges, Washington, D.C.; Los Angeles City Coll., Calif.
SPONS AGENCY	American Association of Junior Colleges, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
PUB DATE	Feb 71
NOTE	86p.
AVAILABLE FROM	Office of Publications, American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.50)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Counseling, *Counseling Programs, *Disadvantaged Youth, *Junior Colleges, *Peer Relationship, *Student Participation, Student Personnel Services, Student Personnel Workers
IDENTIFIERS	California

ABSTRACT

The Los Angeles City College Peer Counseling Project report is the second in the Urban Community College Project Series. The project was based on two assumptions: (1) peer counselors from the same ethnic and socio-economic background as the counselee can uniquely contribute to behavioral growth in meeting student needs; and (2) the result of such contributions could reduce the drop-out rate among minority students as well as relieve pressures on the professional counseling staff. The training program was evolved for and by students. Training consisted of 40 hours one week before the beginning of each semester, plus two hours a week in-service training for four semesters. The average caseload was 12-15 counselees per peer counselor. The program, ideally, was staffed by professionals from the psychology department, but had the cooperation and support of the entire institution. Two program objectives were: familiarize the peer counselor with the factual information most needed by students; and enable the counselor to be confident of his ability to function at an affective level. Although there are several areas of difficulty for implementation of a peer counseling program, the evaluation of the Los Angeles project indicates peer counseling on academic and subjective grounds is very effective. It is hoped that the project will stimulate experimentation and replication by other colleges. (CA)

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THE

LOS ANGELES CITY COLLEGE

PEER COUNSELING

PROGRAM

Sponsored by the U.S. Office of Economic Opportunity

with cooperation of

The American Association of Junior Colleges

Report Prepared by

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February, 1971

JC 710 076

UNIVERSITY OF CALIF.
LOS ANGELES

APR 20 1971

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#2....THE LOS ANGELES CITY COLLEGE PEER COUNSELING PROGRAM

SECOND REPORT IN

THE URBAN COMMUNITY COLLEGE PROJECT SERIES

ALSO IN THE SERIES:

#1....THE INNER CITY PROJECT
PERALTA COLLEGES
OAKLAND, CALIFORNIA
(published December, 1970)

#3....THE FAMILY EDUCATION PROJECT
STATE UNIVERSITY OF NEW YORK
BROOKLYN, NEW YORK
(to be published February, 1971)

Additional Copies: $1.50 each, prepaid:

OFFICE OF PUBLICATIONS
AMERICAN ASSOCIATION OF JUNIOR COLLEGES
ONE DUPONT CIRCLE
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I. FOREWORD

The name "Urban Community College Project" is somewhat misleading. It actually covers four separate projects in four cities--Los Angeles, Oakland (California), Chicago, and Brooklyn (New York). Each has been a demonstration (and yet in final outcomes more than a "demonstration" in at least three of the four instances), each largely conceived and conducted by the local community college system, each according to the perceived needs of unserved or alienated urban clienteles that the colleges wanted to serve.

Apart from the leadership and other resources, tangible and intangible, contributed by the colleges themselves, the prime support came from the U.S. Office of Economic Opportunity. The OEO grants enabled the colleges to mount the demonstrations and the American Association of Junior Colleges to provide technical assistance to the projects as well as to disseminate the outcomes through various media, including these reports.

It was AAJC which thus gave the total enterprise the name "Urban Community College Project."

We know in advance that this report, on peer counseling in Los Angeles City College, will be eagerly received on many campuses. This project has generated wide national interest, as evidenced by the advance requests for copies of the report that both AAJC and the College have received. At least four factors help account for the wave of interest:

First, the project's relatively modest cost. Second, its organizational and administrative simplicity. Third, the emphasis on student involvement, student action. Fourth, its applicability and appropriateness for large segments of the student population. In such a mix, other colleges easily read the promise for replication.

A fifth factor also is bound to stimulate experimentation and replication on the Los Angeles format by other colleges. That factor is success. In the summary section of this report, we quote liberally a follow-up letter from the project director, Claude Ware, which shows that the College is markedly expanding peer counseling, and making the service as widely available to the student body as feasible. The College is taking these steps now entirely at its own expense, because the OEO funding for it has been phased out.

At the outset, OEO and AAJC, along with the funded colleges, wanted the demonstration projects to embrace several common targets which included: reaching target populations presently unserved or poorly served by the

colleges; involving the target groups in the formulation and direction of the projects; fostering new relationships and new courses that would produce lasting changes in the structures, the operations and attitudes toward community of the colleges; and finally developing models that the colleges themselves would sustain after OEO support expired, and models other colleges would want to try.

The Los Angeles model has succeeded in varying degrees on all of these targets, and OEO can look upon its support of the project as a productive investment likely to yield growing dividends far into the future. The College's own escalation this year of the peer counseling service without further OEO funding reflects a payoff and a success which justify the hopes and expectations of educators and sponsors who helped conceive and conduct the demonstrations.

One of the most fundamental "givens" in the community college movement has been the importance of, and emphasis on, counseling and guidance services as an integral part of the institution. As a response to the widely heterogeneous student bodies attracted to community colleges, extensive counseling and advising services have been prescribed as mandatory. While certainly other higher education institutions have recognized student personnel services, community colleges have usually emphasized these services and applied them to both the formal curriculum and the student's broader needs. Even so, it must be admitted that recent data show a shortage of trained counselors, that fewer than half of community colleges have been able to provide the minimal level of approximately one professional counselor for every 300 students.

Yet the rationale for the innovative utilization of students as subprofessional counselors at Los Angeles City College extends substantially beyond the dearth of professionals available or line budget items with which to pay them. Among others Frank Reisman has attested to the merits of using so-called "indigenous paraprofessionals" to serve as expeditors in a social system, to bridge the trust gap between culturally different participants, and to perform advisory or information-giving tasks more effectively than the professional. The literature in the use of paraprofessionals as counselors is beginning to reveal a trend towards their greater or equal effectiveness in reaching student clients and on other outcome measures.

Peer counseling approaches are most harmonious with an emerging overall model for student personnel services in the community college. O'Banion Thurston, and Gulden* recently argued for abandoning the notion of a student personnel worker as a regulator or repressor for the administration or as a maintenance man for scattered student personnel services. O'Banion *et al.* also are critical of the isolated clinical therapist role. What peer

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Junior College Journal, November, 1970. pp. 7-14.

counselors working in conjunction with professional counselors might instead accomplish is labeled *student development facilitator*. "Facilitate is an encountering verb which means to free, to make way for, to open the door to." In this sense the peer counseling proposal fills this role.

The program described at Los Angeles moves in these directions . . . supervised training, measurement of outcomes, the delimitation of objectives for the peer counselors, their use as *facilitating* agents for growth.

Also it might be pointed out that the so-called "helper therapy" principle is a commendable advantage in such an emerging peer counseling program: i.e., the students selected to serve as peer counselors *themselves* reap benefits from their interventions for others. Peer counselors themselves, it is argued, become mentally and emotionally healthier within the community college framework.

Finally, however, the Los Angeles Peer Counseling Program recognized the application of the social modeling school of thought, in an innovative yet structured implementation of this research. By imitation, to put it simply, or by advanced socialization processes if you prefer, students at Los Angeles in systematic contact with peer counselors who were (and are) also fellow students emulated and thereby "learned" expected roles rather than being treated impersonally on the "sink or swim" rationale. It is a key assumption that minority group students so new to higher education cannot survive if left alone to sink or swim.

A highlight of this report is certainly the description of the training program evolved for and by students to enable them to function as facilitators for other students. It goes without saying that the emphasis found herein on pre-program training and in-service training is a professional responsibility commensurate with that of conceptualizing the need for student counselors.

A cautionary note should be inserted. In any attempt to evaluate the efficacy of counseling programs even for professional counselors, "success rate" is hard to define and harder to measure. Is the goal a higher GPA? Retention rate in college? Realistic changes in vocational aims? A more positive self concept? Resolution of anxiety-provoking personal conflicts? Any study measuring these variables is tenuous at best; yet attempts must be made, as was done at Los Angeles City College, to continually assess outcomes of any counseling service. Even within these limitations, the evaluation at Los Angeles indicates effectiveness of peer counselors on both academic and subjective measures.

The transition of the program from a "demonstration" to a service formally integrated into regular counseling and academic operations may well

enhance the effectiveness still further. This change goes a long way to negate articulation difficulties between professional counselor and student counselor noted in the early implementation stages. Further, as consonant with purposes of an educational institution, the Peer Counseling Program is truly instructional in nature for 1970-71 at Los Angeles. This has been accomplished by (1) a professional/student counselor partnership in leading together a one-credit orientation course and (2) by the professional counselors' supervising the on-the-job training for student counselors. It is anticipated that the offering of academic credit to the peer counselors for this experience will more widely become a reality under this type of relationship.

Whether as a program director of a new peer counseling program, a professional responsible for the training of student paraprofessionals, or as a researcher measuring success of a new counseling approach, the reader of this report will find much useful ammunition.

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Coordinator
The Urban Community College Project

Shirley A. Perry
Co-editor

(For the convenience of the reader, the strictly empirical results of the peer counseling project, based upon statistical analysis, have been consolidated in Chapters VI and VII. The remainder of the Report's format should be self-explanatory from the Table of Contents.)

II. GENESIS AND ASSUMPTIONS OF THE PEER COUNSELING PROGRAM AT LOS ANGELES CITY COLLEGE

For the 17,274 students, day and evening enrollment, at Los Angeles City College, there is approximately one staff counselor for every 900 students. That ratio was worrying President Glenn Gooder when he heard someone ask a convention speaker, "What innovation can be most quickly and effectively initiated in the community college?" The speaker answered in just three words. "Hire student counselors!" The answer made a lot of sense to President Gooder.

In view of the ratio between professional counselor and counselee, the President had no difficulty in selling the idea to Hope Powell Holcomb, Dean of College Development, who wrote the proposal, later accepted and funded by the Office of Economic Opportunity under Title II of the Elementary Secondary Education Act.

Funding by OEO necessarily limits the target group to those students who are disadvantaged economically. However, our experience at Los Angeles City College proved the axiom that any program which meets the needs of the disadvantaged also helps the institution to meet the needs of all students. It was the latter aspect of the proposal which attracted the interest of the American Association of Junior Colleges, with the result that the Peer Counseling Program was tied into a national multi-city series of demonstrations known as the Urban Community College Project,

spearheaded by AAJC. The Association helped us perfect the proposal, negotiate the OEO funding for it, and then provided on-going technical support to us under a contract of its own with OEO.

In the process of identifying those needs of the disadvantaged which could be met by peer counselors, it became increasingly clear that they were needs common to all students. We drew certain conclusions about the need for a peer counseling program based upon the following facts. First, there was the breakdown of the day enrollment by ethnic origin in the fall of 1968.

White	5493	49.8%
Negro	2897	27.3%
Mexican-American	1029	9.7%
Oriental	1294	12.2%

Second, we could anticipate from past experience that the greatest number of dropouts would occur among Negro and Mexican-American enrollees. Most of these students came from a disadvantaged environment in the metropolitan area.

Further, the following needs which characterized these students differed in degree, in intensity, but not in kind from the needs of all of our students.

1. Need for a sense of belonging to and being a part of the institution
2. Need for respect from peers
3. Need to communicate with peers
4. Need for assurance in their relationship with peers
5. Need to talk with those who could fully empathize with them

6. Need for immediate and persistent help in the understanding of and adjustment to the college environment.

Because these needs are common to all students to some degree, the responsibility of the educational institution to meet these needs is the major justification for initiating a peer counseling program. *What is at issue here is the acceptance of a philosophy of education at the college level which emphasizes equally the affective and the cognitive levels of education.*

Our *initial assumption* was that peer counselors from the same ethnic and socioeconomic background as the counselee could contribute uniquely to behavioral growth in meeting the above needs. We *further assumed* that the result of such contribution to behavioral growth could reduce the dropout rate among minority students, and in general help such students toward a successful adjustment to college.

In addition to these general assumptions, a review of the program's historical parameters will provide some clarification. When the writer was chosen to direct the program in May, 1968, the more militant students had already been selected as student counseling assistants under the acting directorship of two faculty members who helped the group organize as a unit for two months until the permanent director could assume his duties. The disadvantage occurring from this beginning can be characterized as an attitude taken by the militants that the peer counseling program could be used for political purpose. A certain advantage was apparent, too, however, which can be characterized as the tremendous

dedication that these students honestly felt in helping other students--not only of their own ethnic group, but all students who have difficulty in adjusting to college.

Two lessons seem to have sprung from this mixture of dedication and militancy. The first lesson--that a peer counseling program which exists to help individual students will be jeopardized if used as an instrument of student politics--was brought home to the students in a final confrontation between the militant faction and the director. In a grab for control of the program, a petition was circulated asking dismissal of the director. Instead, it precipitated the general realization that a director was a necessary liaison between students and faculty and between students and administration. The vital second lesson learned is that a peer counseling program to be effective has to be an integral part of the institution with articulation between it and the regular counseling program.

More important immediately, however, was the advantage of having concerned students willing to address themselves to the problems of other disadvantaged students. Even though under the federally funded program the students were paid $2.00 an hour for a maximum of 15 hours per week, it can be stated that the money was not the prime motivating factor. This became apparent in the students' response to the training program methodology described below.

III. EVOLVING THE TRAINING PROGRAM

In an effort to get the students involved with the goals of the program, students were asked the basic question, "What is the most effective assistance you can give to a peer counselee to guarantee his success in college?" The so-called "field force technique" used to answer this question provided the means of establishing a methodology for the peer counseling program. Identification of the target group was clearly established; criteria were established for dealing with the target group; and procedures were devised to enable peer counselors to deal with specific problems on the basis of principles of counseling practice. The methodology itself emerged during the training session when the group of prospective peer counseling trainees were asked to identify specific obstacles which prevented success in college. At the same time, for each obstacle identified, they were asked to identify the specific counter influence which they could use as peer counselors to offset it.

The following list was generated as the consensus of a group of peer counseling student trainees during the period allotted to prepare them for peer counseling. Each numbered obstacle to success has opposite it the approach which the peer counselor could use to help the counselee overcome it.

Negative Factors	Positive Factors
1. Poor scholastic high school record	A. A realistic appraisal of the true significance of the high school record

Negative Factors	Positive Factors
2. Lack of confidence in academic ability	B. Understanding the real reasons for lack of confidence in academic ability
3. Limited social experience contributing to loneliness and feelings of alienation	C. Establishing a genuine growth-relationship between peer counselor and counselee--proving that "someone cares"
4. Poor reading skills	D. Knowledge of specific programs to remedy reading deficiency
5. Hostility of counselee toward "establishment"	E. Positive identification with peer counseling program
6. Hostility of the "establishment" toward the counselee	F. Positive identification with and concern for the counselee on the part of administration and faculty; communication of this concern via peer counselor
7. Fear of failure	G. Positive identification with peer counselor, one who has lived through such fear
8. Fear of ridicule from peers	H. Warm, genuine growth-relationship established between counselee and peer counselor
9. Hostility of faculty toward "open door" policy	I. Increase faculty's understanding of counselee through peer counselor. Enable counselee to recognize limitations
10. Resistance to change by counselee	J. Group sessions with counselees discussing common problems of adjustment--conducted by trained professional with aid of peer counselor
11. Resistance to change by the institution	K. Develop an effective evaluation of peer counseling program with hard data. Involve total school community in the evaluation

Negative Factors	Positive Factors
12. Poor self image of counselee	L. Provide a meaningful personal relationship between peer counselor and counselee. Engage counselee in social activities on campus and extra-curricular organizations
13. Lack of parental understanding about the institution	M. Peer counselors will have more time than professional counseling staff to contact parents about the difference between high school and college
14. No place to study at home	N. The peer counselor not only finds appropriate place to study, but actually leads counselee to the best places on campus--convincing by example
15. Poor study habits	O. Peer counselor arranges group sessions between counselees and director on how to study
16. Lack of direction, vague educational goals, unrealistic vocational goals	P. Peer counselors provide an opportunity for counselee to verbalize about goals before referral to professional counselor

Even to those not intimately familiar with the function of professional counselors, the *level of responsibility* assumed by the peer counselor as indicated in the lettered column should be clear. A frequent criticism levied at other paraprofessional counseling programs has been the usurping of professional-level functions by paraprofessionals who clearly lack that level of competence.

In addressing ourselves to the possibility of using peer counselors

to work on factors in the lettered column above, we gradually evolved the guidelines of a training program designed to achieve the project's objectives. It became increasingly clear that the success of the training program depended primarily on the assumption that the prospective peer counselor was highly motivated to help his fellow students. A second assumption was that the peer counseling is in reality an extension of the normal relationship existing among peers; and the peer counseling program provides an opportunity to substantially enhance and direct the *quality* of rapport which normally exists between peers. As these assumptions became verified in practice, it was inevitable that peer counseling began to evolve the kind of dynamics of interpersonal relationships between student peers which invited exchange of information at the affective level.

Two objectives were clearly established for the training program. The first was to familiarize the peer counselor with the factual information most often needed and/or requested by students. Most of this information is contained in the college catalog, and counselors learned how to use it effectively. A key aspect of this phase of the training program is convincing the student counselor that often the most meaningful answer he can give to a peer counselee is, "I don't know, but I can take you to a person who does know." The second objective of the training program was to enable the student advisor to be confident of his ability to function at the affective level. The rationale applied to the training program is derived from generalizations which adherents of phenomenological schools of thought widely accept in the field of counseling.

Listed below are the generalizations which dictated the objectives of the training program on the affective dimension.

GENERALIZATION I

The counselee's perception of his own feelings, attitudes, and ideas is more valid than any outside diagnosis can be.

A. Training Objectives Derived from this Generalization:

1. Enable student trainee to develop the kind of peer involvement so that he can establish a growth-relationship between him and his counselee wherein both feel free to talk about their feelings, attitudes, opinions, and ideas.

   Procedure: Trainees are divided into pairs and challenged to establish such a growth-relationship during the training session. In this process the trainees simulate roles of student counselor and counselee while establishing a better relationship between each other.

2. Enable student trainee to be *more aware* of feelings when he talks to counselee--both his own feelings and those of the counselee.

   Procedure: Conduct dramatic role playing episodes which bring out strong feelings. For example: a Black student trainee plays the role of a militant Black who is hostile to a White trainee playing the role of student counselor--and vice-versa. This role playing is taped and played back to the group to ascertain the following answers:

   a. Did student counselor show awareness of the feelings of hostility? How?

   b. Did the student counselor show acceptance of these hostile feelings? How?

   c. Did student counselor show any denial of these hostile feelings? How?

   d. At the conclusion, what did counselee feel about the student counselor? Why?
   What did student counselor feel about counselee? Why?

3. Enable the student counselor to take the first step toward *accepting his own feelings* about himself as a person by recognizing as fact that he has such feelings.

   Procedure: Have trainees talk to each other concerning real issues about which they have strong feelings. In this process have trainees demonstrate their *awareness* of real feelings which motivate the verbalization that takes place. Further, have trainees demonstrate acceptance of these feelings without being judgmental.

4. Enable the counselor to *accept the feelings* of the counselee about himself as a person without being accusative or judgmental--simply because these feelings are valid for the counselee's perception of self.

   Procedure: Same as above (3).

GENERALIZATION II

As long as the counselee accepts himself, he will continue to grow and develop in the educational process. When he does not accept himself, much of his energies will be used to defend himself against the institution instead of using the institution as a place to explore and actualize himself.

A. Training Objectives Derived from this Generalization

1. Enable the student counselor to become aware that all students are as unique in their limitations as they are in their attributes.

   Procedure: Trainees discuss among themselves the *limitations* and *attributes* they accept for themselves with emphasis on awareness of *feelings* which become evident to each other.

2. Enable the counselor to be aware of human limitations which realistically affect educational goals--and to understand why students are defensive about their limitations.

   Procedure: Have trainees identify possible limitations of their own which will prevent them from achieving their own educational goal or possible goals. This is done as trainees pair off and exchange roles of student counselor and counselee. At the conclusion, the group answers such questions as:

   a. Did you as counselee honestly address yourself to the question of your limitations?

b. What feelings did you experience in doing this?

c. Did you as student counselor detect the feelings of your counselee when he addressed himself to the same question?

d. How defensive do you think you are about your limitations? Why?

e. What significance will these answers have for you when you begin a peer counseling relationship?

3. Enable student trainee to help his peer counselee identify and admit any limitations pertaining to his educational goal.

   Procedure: Create problem situation in which solutions depend upon the application of lessons learned during role playing above.

4. Enable student trainee to understand how educational goals are determined not only according to ability and interests, but also according to consideration of any real limitation which may exist.

   Procedure: Demonstrations in which peer counselor presents himself as an example to influence his counselee, or finds peer models with similar goals but pursuing them with some degree of success.

5. Enable student trainee to encourage and assist peer counselee to respond upon his own initiative in dealing with any possible limitation which affects his educational goal.

   Procedure: Enable student trainee to become aware of the specific expectations which he can help generate as the counselee internalizes the effects of the peer growth-relationship. These expectations are as follows in a developmental sequence.

   a. Counselee becomes aware that a growth-relationship is being established. (He keeps appointments; he talks freely about his feelings; and he is responding emotionally to the counselor as a warm, genuine person.)

   b. Counselee becomes aware that he is receiving a benefit from the counseling sessions. (Counselee is even eager to participate in sessions.)

c. Counselee acquiesces to suggestions of possible alternatives. (He agrees to study more in the library than at home where it is too noisy, etc.)

d. Counselee wants to be referred to professional counselor for help beyond that which student counselor is trained to give.

(Student counselor prepares professional counselor to receive his counselee.)

GENERALIZATION III

The peer counselee responds significantly to the student counselor when the latter shows genuine acceptance of him as a person.

A. Training Objectives Derived from this Generalization

1. Enable the student counselor to maximize the advantage of the peer relationship in helping peer counselee to maintain a worthy sense of self.

Procedure: Demonstrate in the training session how trainees paired off with each other can project a feeling of warmth and genuine concern simply by showing an honest acceptance of each other. Trainees are asked to reveal how genuine acceptance was demonstrated to them in role playing. By sharpening their awareness of feelings and attitudes, they become conscious of accepting or rejecting them. Role playing is designed to reveal examples of behavior which is either overly aggressive or overly defensive. Trainees are asked to explore the self-image reflected by such behavior. The purpose is to make trainee conscious of the kind of behavior which reveals a person's self-image. More important--the trainee becomes aware of his own self-image as the first step in becoming more aware of the self-image of others.

2. Enable student trainee to become more effective in his role of peer counselor with respect to the specific purpose of helping his counselee to enhance his own self-image.

Procedure: Demonstrate in the training session how student counselors can become effective in making peer counselee aware of the significance of his freedom of choice in considering electives, majors, and educational goals. Stress that the student counselor never presumes to choose for his counselee, but rather conveys to his counselee that he is not alone in his fears, frustrations, and self-doubts. The

student counselor shows how he has accepted the responsibility for his freedom of choice. Demonstrate in the training session the importance of persuading the counselee to see a professional counselor as the initial step in assuming responsibility for resolving the complex problem of freedom of choice. This may be the most significant contribution of the student counselor--motivating the counselee to see the professional counselor--on the counselee's own initiative.

GENERALIZATION IV

The attainment of satisfactions from the collegiate sub-culture on campus and the sub-culture off campus is far more influential on student behavior than the attainments of satisfactions from the college institution as a whole. The behavior of the student on campus is more dependent upon his sub-culture than upon the expectancies presumed by the institution.

A. Training Objective Derived from this Generalization

1. Enable student counselors to play a leading role in helping counselee from sub-culture to adjust to thrust toward higher education--requiring different values and different expectation of satisfactions.

Procedure: Black and Brown student advisors are asked to examine those aspects of their respective sub-cultures which contribute to failure in the academic community. Student counselors from the same ethnic background as their counselees can effectively deal with the problem of distinguishing the difference between the values of the sub-culture and the values of the academic community. These students address themselves to the following questions.

a. Why and how does the life style of a particular ethnic community make it difficult for the counselee to even become aware of the reasons for planning for study and the necessity of more organization of the student's life while in school?

b. Why is the counselee unwilling to forego present pleasures for future rewards? What pleasures? What rewards?

c. Why is the counselee unable to see any relevance between his community and the academic world?

d. Why does the counselee use an educational goal merely to bolster his ego without reference to reality of attainment?

e. Why do these different values evolve in an ethnic community?

f. On what basis can the student counselors show acceptance and genuine concern for those counselees who are handicapped by the persistence of certain values which were not evolved to help them succeed academically?

g. What can the student counselors do to help such counselees adjust to the academic community?

The structuring of the training program for the peer counselors along this mode of broad generalizations with derived training objectives and procedures for implementing them has been reported above in some detail. The intent is to convey to the reader the extensiveness and care with which the peer counselors were prepared, particularly in affective relationships with their counselees.

IV. SUMMARY OF THE TRAINING PROGRAM

Those enlisted to serve as peer counselors started off with forty hours of training which usually took place one week before the beginning of each semester. However, in addition to this concentrated preparation, two hours each week of continued training was a condition of employment.

The forty-hour period was sufficient to familiarize trainees with the more basic information needed to meet student requests. This training consisted of (1) making available to trainees local information, (2) sessions on effective use of college catalog, and (3) sessions aimed at familiarity with the resources and extra-curricular activities of the campus.

The second phase of the training period, counseling at the affective level described above in terms of training objectives, could not be adequately covered in the forty-hour period. This training continued throughout the semester during the two-hour period when all peer counselors met with the director. Such on-the-job training shows in fact that the real "subject matter" involved is the student counselor himself. The student counselor brings to the program a *self* already experienced in relating to peers in informal bull sessions, friendly conversations with friends and strangers, and countless other experiences involving development of that self. The main thrust of the affective-level training program is to enable the student counselor to become aware of how that self has been operating successfully, of the reasons for whatever success he has experienced. It is possible to expand this awareness to a conscious level so that definite techniques can be learned--techniques which facilitate acceptance of human feelings without prejudices, techniques which enhance chance for a growth-relationship between peers, and techniques which give more confidence to the student counselor when relating to strangers of his own peer group. Such techniques evolve from such a training program to the extent that the following assumptions are borne out in practice:

1. A felt need for peer counseling is reflected in the total educational philosophy of the institution.

2. The prospective peer counselor trainee is motivated to help his fellow student as an honest genuine commitment.

3. Peer counseling is an extension of normal peer relationship.

4. With a minimum of training student counselors can enhance the quality of rapport which they normally experience with their peers.

Where these assumptions apply, the training program can achieve the training objectives listed under generalizations 1-4--depending of course upon the motivation of staff and students toward these goals. Ideally such a training program should be staffed by professionals associated with the Psychology Department. Indeed, it is possible and desirable to incorporate the peer counseling training program into the curriculum with course credit given to those students wishing to enhance the quality of their interpersonal relationships.[1]

In this instance, the peer counseling student trainees were under the jurisdiction of the director of the peer counseling program, who was not formally identified as a member of the professional counseling staff.

V. IMPLEMENTATION AND ADMINISTRATION OF THE PEER COUNSELING PROGRAM

By the fall semester, 1968, the first group of 26 student counselors had been trained according to the rationale and methodology indicated above. A strong factor in the training showed up initially when the 26 trainees assisted students during registration in planning their schedule

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[1]Another valuable resource incorporated in the training program and designed to help students become more effective in their interpersonal relationships should be mentioned. It is called *The General Relationship Improvement Program*, a programmed sequence of ten lessons, easily administered and very effective in providing role playing episodes and definite methodology in helping students become conscious of and sensitive to behavioral attributes which make possible growth relationships between individuals. It can be obtained from Human Development Institute, Inc. The address is 34 Old Iny Road, N.E., Atlanta, Georgia 30305.

of classes. This experience had two significant results. First, it enabled the student counselors to be more sympathetic with problems faced by the professional counselors. They realized that *time* was one of the most important factors in helping students, but *time* was not entirely within their control during the rush of registration. Decisions had to be made without enough time to check the student's verification of his high school record. The frustrations caused by this situation and the mistakes resulting therefrom gave the student counselors great understanding of the efforts of the professional counselors who have always operated under such disadvantages, further complicated by the adverse ratio between counselors and students.

On the other hand, the service of 26 extra people in handling routine registration problems made a significant dent in the work load of professional counselors during registration. It also helped create a favorable impression among the professional counselors toward the peer counseling program. The student counselors gained the advantage of extra time to interact with the counselees they were assigned to help during the semester. This extra time was made possible through early identification of economically disadvantaged students as stipulated in the guidelines of the federally funded program.

Under these guidelines, student counselors could only be assigned those students who met the low income criteria established by HEW. All incoming freshmen were required during registration to fill out a questionnaire designed to identify such students. Letters were sent to 450 students qualifying under the HEW guidelines. Approximately half of these

students responded to the letters offering them the opportunity to be assigned to student counselors during the semester.

Seven of the original 26 student counselors either transferred to four-year colleges or dropped out for personal reasons. As a result, the average number of counselees assigned to each student advisor was ten. In addition to these ten, another fifteen were assigned to each counselor from the Developmental Communications Department. This department served the needs of those students whose placement tests clearly indicated the need for remedial instruction. These students also met the low income guidelines. Thus, each student counselor began the fall semester of 1968 with an assigned work load of 25 peer counselees each.

Student counselors tried to make at least one initial contact with each of the 450 students stressing however the voluntary nature of the advisor-counselee relationship. Not only was this fact made clear in the letter sent to prospective counselees, but student counselors were careful to try to dispel any doubt in the minds of entering freshmen, many of whom tended to feel that the authority of the institution was being brought to bear on them to cooperate with student counselors. The student counselor was solely responsible for winning over his counselees at the first interview and all subsequent contacts. In essence, a peer counseling program hangs on the effectiveness with which the peer advisors relate with counselees. Of the 450 initial contacts made by the student advisors, more than half of the counselees persisted on a more or less regular basis. Thus the work load of 25 was reduced to an average of 12 to 15 for each peer counselor by the end of the semester.

Where did the student counselors meet their counselees? Because of shortage of office space, student counselors were assigned three hours of office time each week. They were required to be in the office designated at a time scheduled according to their class program. During this time student counselors received walk-ins and arranged contacts with counselees. However, most of the contacts took place away from the office--at student hang-outs on campus, under a tree, in a vacant room, etc. Counselees often preferred the informal setting, in keeping with the peer relationship.

Although there appears to be no supervision of student counselors in this setting, bear in mind that the entire group met every Friday for two hours for the affective-level continued training. Each counselor was asked to review his week's contacts--how many counselees he saw; what problems he encountered, and what questions he had regarding the program.

In addition to the above counseling activities, student counselors engaged in a modified, more cognitive version of group counseling with the students from the Developmental Communications Department. These students were assigned in their special program one hour each week to meet with a student counselor in groups of 10 to 15. This was simply an "institutionalized bull session" in which student counselors established a group cohesiveness in the process of having open-ended discussions about whatever the group wished to discuss. The students in these groups were also assigned to individual student counselors. Thus students taking remedial work were getting special attention both by being assigned to a student

counselor on a voluntary basis and by having one hour of peer group "counseling" each week as part of their program of learning. This hour of peer group "counseling" often became a study session conducted either by the student counselor with the assistance of the director, or by the director himself.

There were several other formats for these group sessions. Student leaders were often asked to attend the group sessions to apprise the students of current campus activities. Sometimes an administrator was invited to explain his function and duties of his office. All of these efforts resulted in significantly raising the morale of these students.

Four major areas of difficulty were manifest in the implementation and administration of the peer counseling program. These areas are best indicated by the following questions:

1. How are peer counselors chosen from the list of applicants?
2. How can peer counselors be supervised effectively?
3. How can the peer counseling program be effectively articulated with the professional counseling program?
4. How can the peer counseling program be evaluated?[2]

Before examining each of these four areas, a general statement applicable to each area of difficulty can be articulated by the writer with great conviction. That is, the degree of difficulty with respect to *each* of these areas will be directly proportional to the commitment of the institution to a philosophy of education which holds that meaningful

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[2]See Chapters VI and VII for results of the empirical evaluation of the peer counseling program at Los Angeles City College.

education can take place outside of the classroom. This means massive involvement with the peer counseling program by all levels--students, faculty, and administration. Each of these levels can find a justification for involvement. One contribution of the peer counseling program is that it involves the whole institution and thus gives the peer relationship a dignity, meaning, and direction which is lacking in spontaneous peer "bull sessions." *It is this massive involvement with and acceptance of the program which truly invests the peer counselor with the authority of the institution, nonetheless still preserving the peer relationship in effecting changes in attitudes, values, perceptions, and adjustment.* Obviously, if the involvement is mostly at the students' level, it is impossible to deal with the difficulties with any degree of assured success. If, however, the faculty welcomes conferences with student counselors about counselees taking their classes, and if the administrative staff looks upon the peer counseling program as an added line of communication between administrators and students, peer counseling can be an innovative program on campus structured to provide a living collegiate experience exemplifying a concept of education commensurate with human values which provides an institutional structure for, simply, becoming better human beings.

We should look again in more specific detail at the aforecited four major areas of difficulty in the implementation of a peer counseling program.

First, relative to the selection of the peer counselors, the *need* for peer counseling should not only be articulated at the student level,

but also at the faculty and administrative level. If this need is clearly embraced at all three levels, then the whole institution will be involved in the selection of applicants. If students through student government, faculty through respective departments, and the administration are truly involved in setting up criteria there will be an assurance of success in the selection of candidates. Further, the very term *counseling*, from the student applicant's personal perspective, initiates a selective process which encourages the "likely" while discouraging the "least likely" candidates. Knowing that he has no professional training and knowing that the job consists of a one-to-one relationship between him and another human being, the student is motivated to apply to the extent that he has experienced some self-realization in his own contact with people. Then conversely he is discouraged to the extent that in his own one-to-one relationships he has felt inadequate or threatened.

The second area of difficulty, effective supervision, is also acutely dependent upon the total involvement of the institution. Effective supervision of peer counselors involves supervision by professional counselors. This is a frank admission that the task of direct supervision of peer counselors depends upon the degree of articulation with the professional counselors and their involvement with the program.[3] It is even possible to

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[3]As mentioned above, the peer counseling program should be articulated with the curriculum of the Psychology and/or Sociology Departments, or conceivably with general humanities, in such a manner that academic credit could be given to peer advisors for what they learn about interpersonal relationships and the process of becoming a warm, genuine human being. The combination of academic legitimacy plus monetary remuneration is advocated as a powerful motivator for student counselors.

articulate the peer counseling program with college orientation, as was done experimentally at Los Angeles City College one summer.

Peer counselors worked with the program director to conduct this orientation program. Members of the freshman class met as a group with the director each day for a few minutes of direction and guidance. Afterwards the group was assigned student counselors, five freshmen for each student counselor. The orientation class became the vehicle by which all of the objectives of the training were put into practice, and a means by which student counselors were able to initiate a growth-relationship between them and incoming freshmen.

The point of all these suggestions is that supervision of the peer counseling program will depend upon the way it is articulated with the existing structure of counseling, curricula, and student activities. Again, it is difficult to supervise a peer counseling program that is not integrated within the existing structure of the institution. The more thoroughly the program is integrated with counseling, curricula, and student government, the easier the task of supervision.

Third, what is perhaps the most crucial variable in the success of a peer counseling program is the degree of articulation with the existing counseling program. Ideally, every professional counselor in the institution should be in charge of a group of peer counselors. Each professional counselor would be responsible for training the peer counselors assigned to him and generally perform all the supervisory tasks normally given to a director of the peer counseling program. Again, speaking ideally, the

professional counselor could be authorized to give college credit for demonstrated growth of student counselors in relating with their peers, with such credit authorized by any appropriate department which is concerned with pre-professional preparation for social service fields.

Peer counseling articulated with professional counseling is one of the best opportunities conceivable for enabling students to capitalize on the enormous informal education that is so vital to student growth on the campus. At the same time, each professional counselor with five to ten peer counselors under his direction will increase his influence a hundredfold in terms of frequency of personal contact with the student body. A suggested approach to this articulation is as follows. It is possible for each peer counselor to carry a case load of ten to fifteen students selected from some specific target group--which could simply be candidates from the incoming freshmen class, in which case the articulation between professional counseling and peer counseling would be achieved by means of an innovative approach to college orientation. The professional counselor would meet with the entire group, peer counselors and peer counselees, once a week to give direction, supervision, and support. Peer counselors would be assigned a case load of counselees with whom they would schedule regular appointments on a one-to-one basis.

The approach suggested above is an expansion of those instances operational within the Los Angeles City College program when the peer counselor and professional counselor worked together in helping counselees. Two examples will serve to illustrate dramatically the impact. The first

example is that of the professional counselor who initiated a request for help from one of our peer counselors. He was a White counselor who was having difficulty advising a Black counselee who wished to pursue an engineering curriculum in spite of his poor background in math. The counselee insisted on taking a math class which was beyond his level of competence. Rather than have the counselee find out the "hard way" by taking the class and failing it, the professional counselor explained the situation to one of our Black peer counselors who consented to talk to the student. The dialogue between the two as later reported to the writer went something as follows:

> Student counselor: Look man! I am Black like you, and I am here to make sure that Black students get a fair shake. What's the hang-up here?
>
> Counselee: This man is trying to keep me from taking what I want to take. He thinks because I'm Black I'm not good enough!
>
> Student counselor: Come off it man! I want to know one thing--and I want the truth because I have been through your bag myself--crappy high schools in the ghetto--no competition in the math classes--courtesy D's and gift C's--but after it was over what did I know about that Algebra or Geometry--nothing! You're not talking to Whitey--you're talking to me, Jack! How good are you in math? Let's tell it like it is.

The counselee agreed to take a more appropriate math class and, as a result of subsequent meetings with the student counselor, began to think of alternate vocational goals as he more realistically examined his strengths and limitations.

The second example is that of a White counselee who had been assigned to a Brown peer counselor whose parents were natives of the Phillipines. Both were females, and the White counselee became extremely dependent upon

her peer counselor primarily because she was fighting the stigma of having been judged mentally retarded while in elementary school. Despite this, she was making normal progress but was extremely shy and ill at ease with her peers. In desperation the peer counselor sought help from a professional counselor. The result was a concentrated array of support services suggested by the professional counselor who worked as a team with the peer counselor to motivate the counselee to act more and more upon her own volition in getting help from city agencies to meet specific problems. The adjustment which followed was a tribute to the combined efforts of student counselor and professional counselor.

For a variety of reasons, the peer counseling program at Los Angeles City College had not achieved the degree of formal articulation needed between the peer counselors and the professional counselors. However, enough instances like the above two examples have occurred to give every indication that peer counseling can be more effectively articulated with the regular professional counseling program. A major obstacle to articulation is resistance to the notion that specific educational objectives can be achieved through peer counseling which cannot be equally well achieved in the classroom. Enormous implications stem from this obstacle.

The first is that the regular counseling program can be expanded to provide a real learning experience for peer counselors in a way that curriculum recognition can be given in terms of subject matter and unit credit. At the same time, more counselees can be effectively served, and a greater impact on the student body can be achieved in making the institution more

personal in its communication with students and in making the concept of counseling more positively known to a greater number of students.

A peer counseling program can directly address itself to the task of fulfilling such needs as the need to communicate more effectively with peers and faculty in a vital experience which involves a real life responsibility in the relationship between peer counselor and counselee and the relationship between both of these and the professional counselor. Needs such as the need for a sense of belonging, universal for all students, can be only indirectly fulfilled through formal classroom exchanges. Lastly, it is submitted that the peer counseling program can become a means by which the revolt against authoritarianism in education can be constructively channeled into working within the educational establishment. This can be accomplished without attempting to co-opt the student's desire for greater participation in decisions regarding what he sees as relevant and meaningful.

Finally the crucial question of evaluation of the outcomes of the peer counseling program presents itself. As a prelude to the empirical evaluation which follows as sections VI and VII, the suggestions offered in the preceding pages 20 to 31 are those derived from two years experience in administering the peer counseling program at Los Angeles City College. These suggestions are the result of *experiencing* those imponderables which indeed cannot be evaluated in concise, empirical ways. Relevant too is the intent of this pilot program, which was *not* to demonstrate empirically that the general suggestions given above were carried out successfully. Thus the

suggestions which have been given are as much a reaction in retrospect to our failures as they are to our successes.

The evaluation which follows does, however, empirically substantiate that peer counseling helped students to succeed in college. This evaluation was prepared by the writer's colleague, Ben K. Gold, Director of the Office of Research at Los Angeles City College, and represents two semesters of operation by the peer counselors, fall and spring, 1968-69. These results should be read, however, within the context of all the institutional environmental factors operating during that period of time. Important to bear in mind is that the peer counseling program began simultaneously with the beginning of the period of greatest student unrest in the history of Los Angeles City College . . . a two-year period of student unrest on campus following the winter semester, 1968. During this great turmoil, how can we evaluate the impact of the program on those militant leaders who were engaged in a positive program which met their need for relevancy? How can we evaluate the significance of the student counseling program in keeping the lines of communication open between administrators and students? Here again perhaps the most consequential aspects of the program cannot be evaluated empirically.

In any event, the results discussed subsequently should be viewed in light of the extreme tension existent on the campus during this time span.

VI. EMPIRICAL EVALUATION OF THE FALL, 1968, PEER COUNSELING PROGRAM

I. INTRODUCTION

This section is concerned with an empirical evaluation of the effects of the experimental Peer Counseling Program initiated by Los Angeles City College in the fall, 1968, semester.

The program as originally developed listed the following five objectives:

1. To determine if student counselors can assist socioeconomically disadvantaged students to succeed academically in college during their first year

2. To determine the effect of selected factors in the Peer Counseling Program

3. To determine if student counselors can contribute to motivation and reinforcement necessary for socioeconomically disadvantaged students to complete a two-year occupational or transfer program

4. To determine if student counselors can be instrumental in recruiting socioeconomically disadvantaged youth into junior college education

5. To establish guidelines for increasing the effectiveness of the student counselors

Objectives 3 and 4 are long-range objectives, the attainment of which cannot be measured at this time. This section will be concerned mainly with objectives 1 and 2 evaluated in terms of the Peer Counseling Program's impact on the target group of peer counselees for the fall, 1968, semester only.

Table I presents data comparing the three groups, A, B, A-1,* on the following variables: age, sex, high school background, and total raw score on the SCAT entrance examination. Characteristics of groups A and A-1 match closely, by design, while pronounced differences can be observed between groups A and A-1 and groups A and B. In order to study differences among students of various ethnic backgrounds, Los Angeles City high school groups are categorized according to a 1968 Los Angeles City ethnic survey indicating high schools predominantly Negro or Mexican-American.

It will be noted from a perusal of Table I that Group A contains students from high schools outside Los Angeles City. These students are included inasmuch as they received considerable attention from the student counselors and appeared to match in aptitude and background students from the Los Angeles area. Succeeding tables permit examining the effect of the program on these students separately.

Table I presents data on the several comparison groups on the variables of age, sex, high school attended, and ability as a baseline against which to measure the academic effects of the peer counseling programs on the recipients of this special counseling-advising service.

Table II which follows Table I compares the persistence rates and academic performance of the three comparison groups for the fall, 1968, semester. Persistence rate in Table II is defined as the number and percentage of each group that completed the semester, while academic performance is measured in terms of percent of each group attaining a C average and the semester grade point average of each group, with further breakdowns using these variables for males and females.

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*See explanation of each of the three groups on page 35.

TABLE I. CHARACTERISTICS OF COMPARISON GROUPS

			Fall, 1968 (OEO criterion met)				Fall, 1967
			Counselees				
			not in D.S. *A R	in D. S. *A D	Total * A	not counseled * B	Comparison Group * A - 1
Number			132	119	251	299	250
AGE		17	24	14	38	12	79
		18	63	83	146	197	113
		19	25	13	38	58	29
		20	17	9	26	32	28
	Median		18	18	18	18	18
SEX	Male		52 39%	41 34%	93 37%	137 46%	93 37%
	Female		80 61%	78 66%	158 63%	162 54%	157 63%
H	L. A.	Manual Arts	25	14	39	20	40
	City	Jefferson	9	5	14	6	14
I	Predom.	Washington	10	9	19	26	19
	Black	Fremont	2	2	4	21	6
G		Jordan	0	2	2	3	2
		TOTAL	46 35%	32 27%	78 31%	76 25%	81 32%
	L. A.	Roosevelt	4	5	9	6	9
H	City	Lincoln	5	1	6	7	6
	Predom.	Franklin	1	0	1	13	4
	Mex.-	Belmont	8	9	17	37	17
S	Amer.	TOTAL	18 14%	15 13%	33 13%	63 21%	36 14%
		Los Angeles	18	14	32	79	33
C	L. A.	Dorsey	12	5	17	47	17
	City	Hamilton	5	4	9	31	9
H	Others	Others	7	18	25	3	22
		TOTAL	42 32%	41 34%	83 33%	160 54%	81 32%
O	L. A. Private		7	12	19	0	20
	Cal. Public		10	3	13	0	8
O	Cal. Private		1	1	2	0	2
	West. States		1	3	4	0	4
L	West Cent. States		0	1	1	0	1
	Cent. States		0	1	1	0	1
S	South. States		4	8	12	0	12
	N. E. States		2	2	4	0	3
	Foreign		1	0	1	0	1
		TOTAL	26 20%	31 26%	57 23%	0 0%	52 21%

*Group AR=Counselees-experimental group, students not in Developmental Studies Program

Group AD=Counselees-experimental group, students in Developmental Studies Program

Total Group A=Group AR plus Group AD

Group B="Control" group, invited eligible students who did not receive counseling assistance

Group A-1="Control" group for comparison-students not counseled, entering fall, 1967, matched as closely as possible to Group A.

TABLE I (continued)

		Fall, 1968 (OEO criterion met) Counselees			Not Counseled	Fall, 1967 Comparison Group
		not in D. S. A R	in D. S. A D	Total A	B	A - 1
	0-10					
	11-15	1	4	5	1	4
	16-20	5	5	10	7	12
SCAT	21-25	6	15	21	8	18
TOTAL RAW	26-30	16	32	48	13	33
	31-35	7	41	48	21	42
SCORE	(10-) 36-40	19	20	39	17	43
(Natural	41-45	15		15	29	26
College	(20-) 46-50	7		7	32	20
Freshman	(30-) 51-55	16		16	31	24
%iles in	(40-) 56-60	7		7	25	13
	61-65	7		7	26	5
Parentheses)	(50-) 66-70	9		9	23	7
	(60-) 71-75	4		4	19	2
	(70-) 76-80	2		2	11	0
	(80-) 81-85	1		1	5	1
	(90-) 86-90	0		0	6	0
	91+	3		3	1	0
	Mean	*45.9	*29.9	*38.2	*52.3	39.0
	Std. Dev.	17.2	6.4	15.3	16.8	13.1

*The reader's attention is called to the sizeable differentials in measured academic ability among the groups indicated by an asterisk above.

TABLE II. FIRST SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE

	Fall, 1968 (OEO criterion met)				Fall, 1967
	Counselees				
	Not in D. S. A R	in D. S. A D	Total A	Not Counseled B	Comparison Group A - 1
TOTAL					
Number	132	119	251	299	250
No. completing semester	130	118	248	242	221
% completing semester	98%	99%	99%	81%	88%
No. C aver. or above	55	70	125	120	75
% C aver. or above*	42%	59%	50%	50%	34%
Average units attempted	10.6	11.4	11.0	10.8	9.8
Grade point average	1.78	2.10	1.94	1.93	1.66
MALES					
Number	52	41	93	137	93
No. completing semester	52	41	93	112	86
% completing semester	100%	100%	100%	82%	92%
No. C aver. or above	21	15	36	49	20
% C aver. or above*	40%	37%	40%	44%	23%
Average units attempted	11.7	12.1	11.9	11.1	9.5
Grade point average	1.84	1.81		1.82	1.48
FEMALES					
Number	80	78	158	162	157
No. completing semester	78	77	155	130	135
% completing semester	98%	99%	98%	80%	86%
No. C aver. or above	34	55	89	71	55
% C aver. or above*	44%	71%	57%	55%	41%
Average units attempted	9.8	11.0	10.4	10.6	9.9
Grade point average	1.74	2.26	2.01	2.04	1.77
% Male	39%	34%	37%	46%	37%

*based on number completing semester

To sum up the results obtained in Table II, in particular one is encouraged by the greater persistence rate shown by all counselee students involved in peer counseling when compared with the comparison group of non-counseled students. At first glance the data on academic performance may appear less favorable. However, in consideration of the academic ability differential which existed initially, with non-counseled students as a group scoring considerably higher on the School and College Ability Test than the counseled groups, the results obtained on both percentage earning C average and total GPA variables may be interpreted quite optimistically. There was very little difference in academic performance level between the counseled and non-counseled students using the indexes shown in Table II.

Similar statistics were compiled for the various ethnic categories represented in the target group of counseled students when compared to non-counseled students identified as disadvantaged. The reader is referred to the Appendix, Tables 1, 2, 3, and 4, for a detailed breakdown on persistence and academic performance variables for students from predominantly Negro, predominantly Mexican-American, and other non-ethnically identifiable Los Angeles and non-Los Angeles high schools. While an academic ability by ethnic group breakdown is not available, the same trends as indicated above for Table II were obtained. Persistence defined as percentage completing semester remains high for all ethnic groups who participated in peer counseling. The counseled students from predominantly Mexican-American high schools obtained very slightly lower academic records than did the counseled students from the other ethnic groupings.

The next table presents a two-way distribution of grade point averages and the number of student counseling interviews for two groups: (1) the AD group, students in the Developmental Studies program (identified in Table III by the numbers in parentheses) and (2) the AR group, the remainder of the students in the experimental group identified as disadvantaged (identified in Table III by all other numbers without parentheses).

Table III indicates that the number of interviews for groups AR and AD varied from 2 to 17, averaging about 5½ for each group. Between these two groups, however, no significant relationship exists between the *number* of counseling interviews and the grade point average earned, as the correlation coefficients are not significantly different from zero.

In addition to assisting students described above (Group A, subdivided into students enrolled in the Developmental Studies Program and other counseled students) the student counselors answered questions and advised, when time permitted, other students on the campus who were aware of the program and came in to see the student counselors during their posted hours of availability. Two-hundred and fifty-eight students "dropped in" in this fashion and participated in a total of 428 interview sessions, an average of 1.6 visits per student, or an average of 22 "drop-ins" for each of the 19 student counselors. Effects on these "drop-ins" were not considered in this study of persistence and academic data for the fall, 1968, semester.

Before attempting to summarize the conclusions that can be drawn from this wealth of data on persistence and academic performance, the next section of this report pertains to selected subjective opinions of various

TABLE III. NUMBER OF INTERVIEWS AND GRADE POINT AVERAGES OF STUDENTS COUNSELED BY STUDENT COUNSELORS, FALL, 1968

	Number of Interviews										
G. P. A.	2	3	4	5	6	7	8	9	10	11+	Total
3.75+		(1)						1			1 (1)
3.50-3.74	(1)			(1)		2					2 (2)
3.25-3.49		1 (1)									1 (1)
3.00-3.24	(2)	2 (2)	(1)	2 (2)		1 (1)	(2)	1		2	8 (10)
2.75-2.99	(2)	2	(2)	2 (2)	(1)	(3)	2		(3)	(1)	6 (14)
2.50-2.74	(2)	1	1 (1)	1 (1)	1 (2)	(1)			2		6 (7)
2.25-2.49	(1)	3	(6)		1 (1)	2 (2)	1 (1)			(3)	7 (14)
2.00-2.24	4 (2)	3 (2)	4 (4)	2 (4)	(2)	3 (3)	(1)	5 (2)	3	(1)	24 (21)
1.75-1.99	1 (1)	5 (3)	1 (4)	3 (2)	(1)	(1)	(1)		1		11 (13)
1.50-1.74	2 (1)	3 (1)	1 (1)	1 (2)	2 (2)	(2)	2 (1)	(1)	(2)	2 (1)	13 (14)
1.25-1.49	(1)	2	2	1 (1)	4	1 (1)				1 (1)	11 (4)
1.00-1.24	3 (1)	1 (1)	3 (2)	2 (1)	2 (2)		2			1	14 (7)
0.75-0.99	(1)	1		1							2 (1)
0.50-0.74		1			2 (1)	1		(1)	1	1	5 (2)
0.25-0.49	1		1	1		1	1 (1)				5 (1)
0.00-0.24	1 (1)	2 (2)	3 (1)	2 (2)	1	1	1	1	1	1	14 (6)
TOTAL	12 (16)	27 (12)	16 (23)	18 (18)	13 (12)	12 (14)	9 (7)	8 (4)	6 (5)	9 (7)	130 (118)

Grade Point Average
Mean: AR=1.70
AD=2.08
Total A=1.88
Std. Dev: AR=0.92
AD=0.80
Total A=0.88

Number of Interviews
Mean: AR=5.7
AD=5.6
Total A=5.7
Std. Dev: AR=3.1
AD=3.1
Total A=3.1

Correlation Coefficients
AR: 0.10
AD: 0.04
Total A: 0.07

All numbers in parentheses (above) refer to students in Developmental Studies (AD). Other numbers refer to AR group.

factors pertaining to the peer counseling program. In keeping therefore with objective number two in the evaluation of the program, questionnaires were devised to tap responses of three participant groups on the equally important concommitants of the program that are *not* reflected in "academic success" data.

II. SUBJECTIVE OPINIONS OF PROGRAM

In order to obtain opinions and value judgments of those involved in the program, questionnaires were prepared for students counseled, the peer counselors,and professional counselors. Table IV below indicates response rates of these three groups to these questionnaires.

TABLE IV. RESPONSE TO QUESTIONNAIRES

Group	No. in Group	No. Questionnaires Returned	
Students counseled	251	101	(40%)
Peer counselors	17*	12	(75%)
Professional counselors	16	13	(81%)

*2 of the original 19 had withdrawn.

Following is a summary of responses to the questionnaires for each of the three groups.

A. Summary of Responses to Questionnaires from Counselees

One hundred and one counselees, of whom 38 were male, completed the questionnaire. Ages ranged from 17 to over 30, median 18.6. In responding to a question asking for ethnic background, 43 indicated Black, 21 Brown,

23 White, 9 Oriental, and 5 declined to state. Forty-four students said they were in the Developmental Studies Program, 48 indicated they were not, 9 declined to state. Percent male in the respondents and in the total group (38%-37%) and percent in Developmental Studies (48%-47%) lend credence to the representativeness of the respondents. The following indicates responses to the remaining questions according to ethnic background and sex. Responses are presented in simple tabular format, the content and implications of which should be self-explanatory. Discrepancies in totals indicate failure to respond to specific questions.

Units completed this semester:

Units	Black	Brown	White	Oriental	Male	Female	Total
0-3	4	1	1	0	1	5	6
3½-6	0	2	0	0	0	2	2
6½-9	6	4	1	1	4	9	13
9½-12	16	4	9	5	12	23	35
12½-15	13	9	7	2	17	15	32
over-15	4	1	3	1	3	8	11
TOTAL	43	21	21	9	37	62	99
MEDIAN	11	11½	11½	10½	12½	10½	11½

How many hours per week do you work for pay outside of school?

	Black	Brown	White	Oriental	Male	Female	Total
None	14	8	11	2	13	27	40
1-9	3	2	4	3	5	7	12
10-19	5	1	3	1	4	7	11
20-29	16	4	3	3	8	18	26
30-39	2	2	1	0	4	1	5
40+	2	2	1	0	2	3	5
TOTAL	42	19	23	9	36	63	99
MEDIAN	19	9	2	6	10	6	8

How many hours per week do you spend on homework?

	Black	Brown	White	Oriental	Male	Female	Total
None	1	0	0	0	1	2	3
1-5	12	6	8	3	10	19	29
6-10	9	5	3	4	7	15	22
11-15	10	4	7	2	8	16	24
16-20	8	4	1	0	7	6	13
21-25	1	1	2	0	3	1	4
26-30	0	0	1	0	0	2	2
31+	1	0	1	0	0	2	2
TOTAL	42	20	23	9	36	63	99
MEDIAN	10	10	11	7	10	9	10

How many times have you met with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
Once only	2	2	1	1	3	3	6
2-3	7	6	8	0	10	14	24
4-6	6	5	7	5	10	14	24
7-10	14	2	1	1	6	12	18
11+	11	5	6	1	8	16	24
TOTAL	40	20	23	8	37	59	96
MEDIAN	8	5	5	5	5	6	5

How would you describe your relations with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
Warm and friendly	39	21	21	9	37	58	95
Polite but not very friendly	0	0	2	0	1	1	2
Rather cool and distant	0	0	0	0	0	0	0
TOTAL	39	21	23	9	38	59	97

For the following fifteen items, respondents were asked to circle a number according to the following scale, indicating how much help the student counselor gave them in the area indicated:

0: No help at all, none needed
1: Needed help but got none
2: A little help
3: A reasonable amount of help
4: Very much help

1. Selecting a schedule of classes

Response	Black	Brown	White	Oriental	Male	Female	Total
0	3	1	5	1	4	6	10
1	2	0	1	0	1	2	3
2	4	3	3	2	3	9	12
3	8	5	7	5	11	17	28
4	22	9	6	1	16	24	40
TOTAL	39	18	22	9	35	58	93
AVERAGE	3.1	3.2	2.4	2.6	3.0	2.9	2.9

2. Understanding the college catalog

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	3	7	2	8	13	21
1	1	0	1	0	1	1	2
2	7	5	3	3	9	10	19
3	6	4	7	2	7	15	22
4	16	7	3	2	9	19	28
TOTAL	39	19	21	9	34	58	92
AVERAGE	2.5	2.6	1.9	2.2	2.2	2.4	2.4

3. Understanding college rules

Response	Black	Brown	White	Oriental	Male	Female	Total
0	11	6	13	3	15	18	23
1	0	1	1	0	2	0	2
2	8	1	3	2	5	10	15
3	4	5	4	4	7	13	20
4	15	6	0	0	5	16	21
TOTAL	38	19	21	9	34	57	91
AVERAGE	2.3	2.2	0.9	1.8	1.6	2.2	1.9

4. Learning how to study

Response	Black	Brown	White	Oriental	Male	Female	Total
0	6	6	5	0	8	10	18
1	3	1	2	1	3	4	7
2	5	2	4	1	6	7	13
3	8	7	9	5	10	20	30
4	17	3	1	2	6	18	24
TOTAL	39	19	21	9	33	59	92
AVERAGE	2.7	2.0	2.0	3.0	2.1	2.5	2.4

5. Referring me to a professional counselor

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	8	10	2	13	18	31
1	0	2	2	0	4	0	4
2	4	3	5	3	7	8	15
3	4	1	3	2	3	8	11
4	22	4	1	1	6	22	28
TOTAL	39	18	21	8	33	56	89
AVERAGE	2.8	1.5	1.2	2.0	1.5	2.3	2.0

6. Willing to listen to my problem

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	3	0	3	5	8
1	0	1	0	0	0	1	1
2	0	0	3	0	2	1	3
3	2	2	5	4	6	7	13
4	33	15	10	5	23	43	66
TOTAL	39	19	21	9	34	57	91
AVERAGE	3.5	3.5	2.9	3.6	3.4	3.4	3.4

7. Giving information about 4-year colleges

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	6	0	7	5	12
1	1	2	0	0	2	1	3
2	6	3	5	1	4	11	15
3	10	5	3	5	12	12	24
4	17	7	6	3	9	25	34
TOTAL	38	18	20	9	34	54	88
AVERAGE	2.9	2.8	2.2	3.2	2.4	2.9	2.7

8. Giving information about 2-year program

Response	Black	Brown	White	Oriental	Male	Female	Total
0	7	2	7	0	7	10	17
1	0	1	0	1	0	2	2
2	3	5	3	2	5	10	15
3	9	3	5	3	10	11	21
4	20	7	5	3	10	25	35
TOTAL	39	18	20	9	32	58	90
AVERAGE	2.9	2.7	2.0	2.9	2.5	2.7	2.6

9. Formulating my vocational plans

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	6	10	1	16	11	27
1	3	0	0	1	1	4	5
2	2	2	4	3	4	8	12
3	10	3	3	3	5	15	20
4	15	7	4	1	7	20	27
TOTAL	39	18	21	9	33	58	91
AVERAGE	2.5	2.3	1.6	2.2	1.6	2.5	2.2

10. Deciding on a major

Response	Black	Brown	White	Oriental	Male	Female	Total
0	12	9	8	2	15	18	33
1	1	1	0	1	0	3	3
2	4	3	2	4	7	6	13
3	7	1	4	1	3	11	14
4	14	4	6	1	7	19	26
TOTAL	38	18	20	9	32	57	89
AVERAGE	2.3	1.4	2.0	1.8	1.6	2.2	2.0

11. Understanding my own abilities

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	7	6	1	12	12	24
1	2	0	2	0	1	2	4
2	5	2	1	2	4	6	10
3	7	6	8	4	10	17	27
4	16	3	2	1	2	1	23
TOTAL	39	18	19	8	30	58	88
AVERAGE	2.5	1.9	1.9	2.5	1.6	2.6	2.2

12. Understanding my own limitations

Response	Black	Brown	White	Oriental	Male	Female	Total
0	8	6	9	2	12	15	27
1	1	1	1	0	1	2	3
2	6	2	2	2	7	5	12
3	7	4	6	4	6	16	22
4	15	5	1	0	4	18	22
TOTAL	37	19	19	8	30	56	86
AVERAGE	2.5	2.0	1.4	2.0	1.6	2.4	2.1

13. Inspiring me to do well in college

Response	Black	Brown	White	Oriental	Male	Female	Total
0	0	1	8	1	5	5	10
1	1	0	2	0	2	1	3
2	5	1	0	1	4	3	7
3	5	6	7	5	11	14	25
4	28	11	5	2	12	36	48
TOTAL	39	19	22	9	34	59	93
AVERAGE	3.5	3.4	1.9	2.8	2.7	3.3	3.0

14. Having respect for myself

Response	Black	Brown	White	Oriental	Male	Female	Total
0	8	7	10	1	10	16	26
1	0	0	0	0	0	0	0
2	3	1	3	0	6	1	7
3	2	3	4	7	5	13	18
4	25	8	4	1	12	27	39
TOTAL	38	19	21	9	33	57	90
AVERAGE	2.9	2.3	1.6	2.6	2.3	2.6	2.5

15. Making my own decisions

Response	Black	Brown	White	Oriental	Male	Female	Total
0	15	7	10	1	13	21	34
1	0	0	0	0	0	0	0
2	2	2	5	4	6	7	13
3	5	4	2	3	8	8	16
4	16	5	5	1	6	22	28
TOTAL	38	18	22	9	33	58	91
AVERAGE	2.2	2.0	1.6	2.3	1.8	2.2	2.0

The final question asked the counselees their general opinion of the student counselor program *en toto*. As indicated below, a very positive response to this global question was received.

Response	Black	Brown	White	Oriental	Male	Female	Total
Excellent	27	18	12	4	21	43	64
Good	11	0	8	4	12	12	24
Fair	3	2	3	0	5	4	9
Poor	0	1	0	0	0	0	1
Useless	0	0	0	0	0	0	0
TOTAL	41	21	23	8	38	60	98

B. Summary of Responses to Questionnaires from the Student Counselors

Twelve student counselors completed the questionnaire submitted to them. The following tallies represent responses from these student counselors to various personal questions and thus represent demographically some characteristics of the student counselor group.

Sex: male (7), female (5)
Marital status: married (1), single (9), divorced (1)
Age: 19 (2), 20 (1), 21-25 (2), 26-30 (3), over 30 (1)
Ethnic background: Black (4), Brown (6), White (1)
Units completed at L.A.C.C.: 21-30 (4), 41-50 (5), 51-60 (1), over 60 (2)
Paying job other than student counselor: yes (2), no (10) (both 15 hours per week)

The student counselors were asked to indicate on a three-point scale their judgments as to how much help their counselees needed in various areas, and also how much of this help they were able to provide. Table V indicates the number of responses (and the average response) in each category. The eleven categories summarized in Table V correspond to the same eleven items evaluated by the student counselee group.

TABLE V. STUDENT-COUNSELORS' JUDGMENTS AS TO HELP NEEDED AND HELP PROVIDED

	Amount of Help Needed by Counselees				Amount of Help Provided by Student Counselor			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.
1. Selecting a schedule of classes	0	0	11	3.00	0	0	11	3.00
2. Understanding college catalog	1	7	3	2.18	1	6	4	2.27
3. Understanding college rules	3	6	1	1.80	2	7	1	1.90
4. Learning how to study	0	5	7	2.58	0	6	7	2.54
5. Information about 4-year colleges	0	3	9	2.75	0	3	7	2.70
6. Information about 2-year programs	0	5	7	2.58	0	4	6	2.60
7. Formulating vocational plans	0	4	7	2.64	0	8	4	2.33
8. Deciding on a major	0	6	6	2.50	0	8	4	2.33
9. Understanding abilities	1	5	5	2.36	1	8	2	2.09
10. Understanding limitations	0	7	3	2.30	0	7	3	2.30
11. Having self-respect	2	4	4	2.20	1	5	4	2.30

Other areas mentioned by one or two counselors included: "personal problems," "home life," "scholarships and grants," and "employment."

The major portion of the student-counselor questionnaire consisted of questions requiring subjective essay-type responses. The following represents a summary of the responses to these questions, which again are self-explanatory in content and implications. The numbers in parentheses indicate the number of responses.

1. Was the student counselor experience helpful to you personally? In what way?

   Student counselors felt that their experience was a valuable one of learning:

   understanding and relating to others (5)
   students' "needs" in college (4)

insight into personal limitations and worth (3)
responsibility toward others (2)
insight into today's social problems (2)
conflicts of individual and institution (1)
information about four-year colleges (1)

2. Do you feel that you personally affected your counselees' attitudes toward college? In what way?

All respondents indicated that they felt that they had affected attitudes in one or more of the following ways:

encouraged them to succeed in spite of previous failures (4)
encouraged them to formulate individual goals (2)
instilled desire to do well in their courses (2)
made college less impersonal (1)
inspired confidence in ability to make deicisions (1)
convinced them that college would help them learn about themselves (1)
made college less bewildering (1)
convinced them that college is only the beginning of learning (1)

3. What do you think the relation between student counselor and professional counselor should be?

working together to help students; should get to know one another (11)
group discussions to add to the training of student counselor assistants (2)
informal (1)
the pro's should be there always to support the student counselor assistants and handle difficult problems (1)

Did you find it so?

yes (6)
no, because there was conflict and jealousy (2)
no, not enough communication (2)
no, some counselors were cooperative, some not (2)

4. What do you think the relation between student counselor and director of the program should be?

(a) should be close--much dialogue--not strictly employer-employee (7)
(b) should be two-way communication but with the director always in control (4)

(c) the way it is (1)

Did you find it so?

yes (7), 4 (a), 2 (b), 1 (c)
no (2), 1 (a), 1 (b)
not always (3), 2 (a), 1 (b)
  director didn't consult student counselor assistants on some decisions
  director was weak in resolving conflicts

5. What were the strong points of your training program?

simulated counseling situations (7)
general information about schedule planning, how to study, catalog, campus facilities, etc. (5)
group meetings and discussions (3)
advice from professional or older student counselors (3)
watching counselors in real sessions (2)
psychology training (2)
methods of problem solving (1)
everything! (1)

6. What were the weak points of your training program?

lack of communication with professional counselors and director (3)
none (3)
failure to visit high schools as planned (2)
director worries too much (1)
too much time spent training for group counseling (1)
not enough information on college programs, particularly the technical curricula (1)
time wasted in class settling disputes (1)
time wasted in class doing paperwork (1)
not well organized (1)
failure to impress some counselors (1)

7. Did you find a significant difference in your relationship with counselees of the opposite sex? Comment.

no (7)
yes (5)

Three males indicated that females were more responsive and open with them. One female said that females were more responsive at first, but with time, males became more dependent on her.

8. Do you find a significant difference in your relationship with counselees of other ethnic groups? Comment.

no (8)
yes (2)
White counselees have value conflict with minority counselor (2)
non-Black counselees would not discuss personal things with Black student counselors (1)
all minority counselees accept another minority counselor (1)
dealt only with own ethnic group (1)

9. What is your general opinion of the student counselor program?

excellent (3)
good (9)
fair (0)
poor (0)
useless (0)

(Three students stated they marked "good," not "excellent," only because of first year imperfections which could be removed.)

The reader will find of interest the pro and con frankness of the student counselors' appraisals of the peer counseling program. Some direct quotations of this nature are given in Appendix B.

C. Summary of Responses to Questionnaires from the Professional Counselors

Thirteen of the sixteen professional counselors returned questionnaires submitted to them. They were asked to respond to these using three-point scales similar to those submitted to the student counselors, with the request that they estimate (1) amount of help generally needed by counselees, (2) amount of help student counselors can be expected to give, and (3) amount of help actually given by the fall, 1968, student counselors. Table VI indicates numbers of responses (and average response) in each of these categories.

VI. PROFESSIONAL COUNSELOR JUDGMENTS AS TO HELP NEEDED, ABILITY OF STUDENT COUNSELOR ASSISTANTS TO PROVIDE HELP, AND HELP PROVIDED

	Amount of help generally needed				Amount of help S.C. can be expected to give				Amount of help given by fall '68 student C.A.'s			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.
1. Selecting a schedule of classes	0	5	8	2.62	0	6	7	2.54	0	9	3	2.25
2. Understanding college catalog	0	6	7	2.54	0	8	5	2.38	2	8	1	1.91
3. Understanding college rules	0	9	4	2.31	0	10	3	2.23	3	8	0	1.73
4. Learning how to study	0	4	9	2.69	0	10	3	2.23	2	9	0	1.82
5. Information about 4-year colleges	0	2	11	2.85	1	10	1	2.00	2	8	0	1.80
6. Information about 2-year programs	0	7	6	2.46	0	11	2	2.15	4	5	1	1.70
7. Formulating vocational plans	0	5	8	2.62	4	9	0	1.69	5	6	0	1.55
8. Deciding on a major	0	8	5	2.38	2	11	0	1.85	3	8	0	1.73
9. Understanding abilities	0	5	8	2.62	4	8	0	1.67	6	5	0	1.45
10. Understanding limitations	0	4	9	2.69	3	9	0	1.75	7	4	0	1.36
11. Having self-respect	0	8	5	2.38	0	9	4	2.31	0	6	4	2.40

Other areas mentioned (each by one respondent) included "gaining self-confidence," "seeking professional guidance," "defining student ability," "information about clubs and student activities," "information about Instructional Materials Laboratory," "encouraging personal contacts with teachers and counselors."

The following is a summary of responses by the professional counselors to the remaining questions.

I. Please estimate the following:

1. How many times did a student counselor personally bring a student to you for help?

one (2)
two (4)
three (1)
four (3) median: three
eight (1)
twelve (1)
twenty-five (1)

2. How many times did a student seek your counsel because a student counselor had suggested he do so?

none (3)
one (4)
two (3) median: one
three (1)
four (1)
ten (1)

3. How many times did a student counselor come to you to get answers to informational questions (not related to a particular student)?

one (2)
two (5)
three (1) median: two
five (2)
ten (3)

4. How many times did a student counselor come to you for advice in assisting one of his counselees?

none (2)
one (5)
two (2) median: one
three (2)
five (1)
six (1)

II. 1. What do you think the relationship between student counselor and professional counselor should be?

one of close cooperation (7)
student counselor assistants should help with routine information but should consult with professional counselors on educational problems (4)
supervisor-trainee relationship (3)
continuous communication (1)

Did you find it so?

no (12)
yes (1)

student counselors were hostile and suspicious of professional counselors (2)
student counselors resented any suggestions (1)
no communication (1)
little done to encourage communication (1)

2. Please describe what you consider appropriate criteria for selection of student counselors.

good academic standing (10)
willingness to cooperate with professional counselors (5)
interest in helping students (4)
agreement not to let political activities enter in (3)
ability to express self (2)
minimum of outside obligations (1)
evidence of campus or community service (1)
on campus two semesters or more (1)

3. What is your general opinion of the student counselors program?

excellent (0)
good (3)
fair (4)
poor (6)
useless (0)

4. Do you think it should be made a permanent part of the L.A.C.C. guidance program?

yes, substantially as is (0)
yes, with minor changes (3)
yes, with major changes (9)
no (1)

Please give reasons for your answer in the space below, and describe any recommended changes.

Program would be more effective if more liaison existed between professional counselors and student counselors--perhaps having specific assignments of professional counselors to student counselors. (8)

Different basis for selection of student counselors is needed--militants should be excluded; race should not be the dominant factor. (4)

Student counselors' time on duty was too often spent on activities, mostly political, not relevant to counseling. (4)

Student counselors have been advising in areas wherein they are not qualified. (4)

Program would be more effective if limitations imposed by outside funding were removed. (1)

The reader is again referred to Appendix B for some direct quotations taken from the professional counselors' questionnaires which give candid evidence of the need for close articulation between professional and student counselors on the goals of the peer counseling program and the respective roles of professional and student counselors.

The next table presents for comparison purposes the rankings, in order of average response, given by the counselee group, the student counselor group, and the professional counselor group, to the eleven areas of assistance specified. Rank correlation coefficients are indicated for each pair of ranks.

In the areas of help needed and of the help provided, the counselee group and the student counselor group were for the most part in rather close agreement. The notable exception appears in the ranking of area of help needed wherein the student counselors perceived a much stronger need for

TABLE VII. RANK ORDER OF AVERAGE RESPONSES

	Counselees		Student Counselors		Prof. Counselors	
	Help obtained (A)	Help needed (B)	Help provided (C)	Help needed (D)	Exp. of S.C. help (E)	Amt. of S.C. help (F)
1. Selecting a schedule of classes	1	1	1	5	1	2
2. Understanding the college catalog	5.5	10	9	7	2	3
3. Understanding college rules	11	11	11	11	4.5	6.5
4. Learning how to study	5.5	4.5	4	2.5	4.5	4
5. Information about 4-yr. colleges	2	2	2	1	7	5
6. Information about 2-yr. programs	3	4.5	3	8	6	8
7. Formulating vocational plans	7.5	3	5.5	5	10	9
8. Deciding on a major	10	6	5.5	9.5	8	6.5
9. Understanding their abilities	7.5	7	10	5	11	10
10. Understanding their limitations	9	8	7.5	2.5	9	11
11. Having self-respect	4	9	7.5	9.5	3	1

Correlation coefficients:

AB	.61	BC	.90	CD	.46	DE	-.12	EF .88
AC	.73	BD	.58	CE	.20	DF	-.19	
AD	.35	BE	-.09	CF	.28			
AE	.51	BF	.04					
AF	.56							

assistance in understanding limitations than did the counselees, while counselees placed a much higher premium on need for selecting a schedule of classes and need of information on two-year colleges than did the student counselors. The professional counselors' responses indicated that the student counselors were providing help in the areas in which they could be expected to assist. However,

the professional counselors expressed reservation about certain areas, viz., formulating vocational plans, understanding abilities, understanding limitations, for which student counselors could neither be expected to help nor did provide such assistance.

III. SUMMARY AND CONCLUSIONS FROM FALL, 1968, EVALUATIVE INVESTIGATION

This section of the report has focused on an empirical evaluation of some aspects of the Peer Counseling Program inaugurated in the fall, 1968, semester on the Los Angeles City College campus, with support from the U. S. Office of Economic Opportunity through the American Association of Junior Colleges. Scholarship and persistence statistics were compiled and compared for three groups: (1) the experimental group of socioeconomically disadvantaged students who were counseled by the paraprofessional student counselors; (2) a comparison group of socioeconomically disadvantaged students who failed to respond to the invitation to be counseled by the student counselors; (3) a comparison group of fall, 1967, entrants, selected to match the experimental group on the variables of high school background, sex, age, and performance on a college aptitude test (SCAT). Further subjective data were obtained by means of questionnaires submitted to students who were counseled, the student counselors, and the professional college counselors.

From the data presented in the body of this section, the following conclusions appear justified:

(1) Students (group A) who were counseled by the student counselors clearly persisted at a higher rate throughout the semester than those students who were invited to be counseled but declined the

invitation (group B). The degree of relationship between motivation to accept the invitation to consult a student counselor and motivation to stay in college was not measured in this study and is possibly quite strong. Nevertheless, the difference in persistence rates between the two groups (99% vs. 81%) is highly paramount and suggests that the student counselors had an impact on the students' staying in college throughout the semester.

(2) First semester academic performance, as measured by grade point average, was almost identical for groups A (counseled) and B (not counseled), 1.94 vs. 1.93. However, aptitude for college work as measured by the college entrance examination (SCAT) was clearly higher for group B (average performance at the 25th national college freshman percentile) than group A (average performance at the 10th percentile) indicating that the student counselors had a positive effect on the students' academic performance.

(3) When compared to a group of fall, 1967, entering students (group A-1) matched on age, sex, high school background, and total SCAT scores (but not on any motivational factors), counselees persisted at a higher rate (99% vs. 88%) and performed at a higher academic level (GPA 1.94 vs. 1.66; % above C average 50% vs. 34%).

(4) A higher percentage of females responded to the invitation to be counseled than did males (49% to 40% of those invited). Females in the Developmental Studies (group AD) performed better than males (GPA 2.26 vs. 1.81); females in the remaining subgroup (group AR) performed slightly below males (1.74 vs. 1.84). Both males and females in group A performed at about the same level as those in group B, and considerably better than their counterparts in the fall, 1967, comparison group.

(5) Counselees from predominantly Negro Los Angeles City high schools persisted throughout the semester at a 100% rate. Grade point average for this group was slightly below the group A average as a whole (1.76 vs. 1.94), but slightly better than the comparable sub-group of fall, 1967, entrants (1.76 vs. 1.60). Male performance in this group was considerably better than that of their counterparts of a year ago (1.73 vs. 1.28), primarily attibutable to the high performance of those not in Developmental Studies (GPA 1.91). (This data is reported in Appendix A, Table I.)

(6) Although numbers are small, consideration of counselees from predominantly Mexican-American Los Angeles City high schools indicates that relatively more males were counseled (58% vs. 37% for all of group A). Females (but not males) showed improvement in grade point average over those of a year ago. Performance in Developmental Studies was relatively poorer than those from predominantly Negro high schools. (This data is reported in Appendix A, Table II.)

(7) Counselees from out-city high schools performed at a higher rate academically than other sub-groups (GPA 2.20, 68% above C), substantially better than their counterparts of a year ago (GPA 1.45, 24% above C). Motivational factors may be significant for this group, as these students were originally not invited to be part of the program and were permitted to be counseled either by their own request or at the invitation of the student counselors.

(8) The number of interviews for a counselee showed no relationship to his grade point average. Apparently factors other than frequency of visits were significant in the student counselor-counselee relationship.

(9) 90% of the students counseled rated the program as a whole as good or excellent, with almost two-thirds rating it excellent and only one student rating it poor. They almost unanimously rated their relations with their student counselor as warm and friendly. They indicated that they received most assistance in the areas of selecting a class schedule and getting information about four-year colleges and two-year programs. Black counselees particularly felt they received considerable help in being inspired to do well in college, in having respect for themselves, and understanding their abilities and limitations.

(10) Student counselors unanimously rated the program as a whole good (75%) or excellent (25%). They felt that their experiences personally were valuable ones of learning, that they were successful in improving attitudes toward college of their counselees, that the relationship with the professional counselors was generally one of working together but with many conflicts. Further, the student counselors reported that their relationship with the

program director was generally close and satisfactory with some conflicts about decision making, that sex and race were usually but not always irrelevant, and that their training program was generally good but could be improved with a variety of suggestions offered.

(11) In contrast, the professional counselors indicated considerable concern for the program, with nearly half rating it poor. They reported few instances of referrals by student counselors, felt that student counselor-professional counselor relations were in need of considerable improvement, suggested several cirteria for the selection of student counselors, and evidenced concern about political activities taking place during student counseling sessions. Almost all, however, indicated that a student counseling program, with appropriate changes, should be made a permanent part of the Los Angeles City College guidance program.

VII. EMPIRICAL EVALUATION OF THE SPRING, 1969, PEER COUNSELING PROGRAM

I. INTRODUCTION

The preceding section of this report was concerned with evaluation of the first semester of the peer counseling program, presenting statistical data showing persistence and academic performance and summarizing subjective opinions obtained by means of questionnaires prepared and administered to student counselors, their counselees, and the staff of professional counselors.

The purpose of this second study is to present similar persistence and scholarship statistics for the second semester (spring, 1969) of the program. It was deemed important to continue the same kind of empirical analysis as the peer counseling program achieved more maturity during its second semester of operation.

II. PROCEDURE FOR THE SPRING SEMESTER, 1969, STUDY

Again, the same criterion variables to measure the degree of academic success student counselors were able to provide were chosen to be the percent of those enrolled who completed the semester (persistence), the percent earning a C average or above, and the semester grade point average.

To repeat, the experimental group for this project consists of those students who, according to Office of Economic Opportunity criteria, were from a socioeconomically disadvantaged culture and who responded to the invitation extended to them to be assisted by a student counselor. Response in this context meant that the student and student counselor had at least two (usually many more) sessions together. Also studied was a sub-group of this experimental group: those students who were enrolled in Developmental Communications, a program designed primarily to improve communications skills of those students who scored at the tenth national college freshman percentile or lower on the college entrance examination (School and College Ability Test--SCAT).

As in the previous semester's investigation, two "control" groups were studied to provide comparisons: (1) entering students who met OEO low income standards but who declined the invitation to be advised by a student counselor; and (2) a group of students who entered L.A.C.C. one year ahead of the experimental group, matched as closely as possible on sex, high school background and SCAT total score with the experimental group.

In order to study differences among students of differing ethnic backgrounds, Los Angeles City high school groups are categorized according

to a 1968 Los Angeles City ethnic survey indicating high schools which were predominantly Negro or Mexican-American. These data are not intended to (and do not) indicate ethnic ratios in the total group of students.

This study presents comparison statistics for students entering in fall, 1968, and spring, 1969, and also presents some statistics regarding *second semester* performance of the fall, 1968, entrants.

Minor discrepancies appearing in the findings of the next section reflect unavailability of certain data in a few instances.

TABLE VIII. CHARACTERISTICS OF FIRST SEMESTER COMPARISON GROUPS: SEX, HIGH SCHOOL BACKGROUND, SCAT SCORES

		Counselees (all)		Counselees (Dev. Comm. Only)		Invited but not couns.		Comparison Group	
		S'69	F'68	S'69	F'68	S'69	F'68	S'68	S'67
S	Male	93	93	37	41	59	137	93	93
E	Female	100	158	53	78	52	162	100	157
X	TOTAL	193	251	90	119	111	290	193	250
	% Male	48%	37%	41%	34%	53%	46%	48%	37%
L.A. City Predominantly Negro Schools									
	Manual Arts	14	39	9	14	4	20	15	40
	Jefferson	13	14	11	5	1	6	14	14
	Washington	11	19	7	9	9	26	11	19
	Fremont	8	4	5	2	5	21	8	6
	Jordan	6	2	6	2	3	3	6	2
	TOTAL	52	78	38	32	22	76	54	81
L.A. City Predominantly Mexican-American Schools									
	Roosevelt	3	9	2	5	1	6	3	9
	Lincoln	3	6	2	1	3	7	3	6
	Franklin	1	1	1	0	1	13	1	4
	Belmont	13	17	4	9	18	37	14	17
	TOTAL	20	33	9	15	23	63	21	36
Other L.A. City Schools									
	TOTAL	61	83	29	41	55	160	64	81
Outside L.A. City or not stated									
	TOTAL	60	57	14	31	11	0	54	52

TABLE VIII (continued)

SCAT Total Raw Scores	S'69 Nat'l. %ile	S'69 LACC %ile	Counselees (all) S'69	Counselees (all) F'68	Counselees (Dev. Comm. Only) S'69	Counselees (Dev. Comm. Only) F'68	Invited but not Counseled S'69	Invited but not Counseled F'68	Comparison Group S'68	Comparison Group S'67
	SCAT TOTAL RAW SCORE									
0-10			0	0	0	0	0	0	0	0
11-15			2	5	1	4	0	1	6	4
16-20			14	10	10	5	2	7	8	12
21-25			14	21	13	15	6	8	21	18
26-30		10	35	48	31	32	4	13	22	33
31-35		20	27	48	24	41	8	21	33	42
36-40	10	30	23	39	11	20	9	17	22	43
41-45			9	15			11	29	16	26
46-50	20	40	9	7			8	32	16	20
51-55	30	50	11	16			7	31	16	24
56-60	40	60	12	7			10	25	14	13
61-65		70	10	7			13	26	7	5
66-70	50		6	9			8	23	5	7
71-75	60	80	6	4			7	19	9	2
76-80	70		4	2			4	11	1	0
81-85	80	90	3	1			1	5	3	1
86-90			1	0			2	6	1	0
91-95	90		1	3			3	1	3	0
96-100			0	0			1	0	0	0
Mean			*41.0	*38.2	*28.6	*29.9	*53.1	*52.3	41.3	39.0
STANDARD DEVIATION			17.6	15.3	6.0	6.4	17.8	16.8	17.8	13.1

The reader's attention is directed to the discrepancy in academic ability indicated by the asterisks above among the several groups of students.

TABLE IX. SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES	FALL 1968								
	Male	93	93	100%	36	40%	11.9	1.82	37%
	Female	158	155	98%	89	57%	10.4	2.01	
	TOTAL	251	248	99%	125	50%	11.0	1.94	
	SPRING 1969								
	Male	93	88	95%	46	50%	11.1	2.02	48%
	Female	100	99	99%	51	51%	11.2	2.15	
	TOTAL	193	187	97%	97	50%	11.1	2.09	
NOT INVITED BUT COMPARISON GROUP	FALL 1968								
	Male	137	112	82%	49	44%	11.1	1.82	46%
	Female	162	130	80%	71	55%	10.6	2.04	
	TOTAL	299	242	81%	120	50%	10.8	1.93	
	SPRING 1969								
	Male	59	47	80%	24	51%	9.4	2.10	53%
	Female	52	40	77%	29	72%	9.8	2.34	
	TOTAL	111	87	78%	53	61%	9.6	2.21	
COUNSELEES	FALL 1968								
	Male	93	86	92%	20	23%	9.5	1.48	37%
	Female	157	135	86%	55	41%	9.9	1.77	
	TOTAL	250	221	88%	75	34%	9.8	1.66	
	SPRING 1969								
	Male	93	76	82%	35	46%	9.5	1.75	48%
	Female	100	85	85%	49	58%	9.4	2.10	
	TOTAL	193	161	83%	84	52%	9.4	1.94	

Table VIII indicates *numbers* of students in each of the four groups described above (all counselees, counselees in Developmental Communications, students invited but not counseled, and one-year-earlier comparison group) according to sex, high school background, and performance on the college entrance examination.

Table IX presents persistence and scholarship data for each of the three comparison groups: (1) the counselee group, (2) the not-counseled-but-invited-to-participate group, and (3) the other comparison group of matched students enrolled one year previously.

One highlight of the data presented in Table IX is again the consistently higher persistence rate for those students engaged in peer counseling with student counselors when this group is contrasted with the other two groups. The data presented for the academic performance criteria is less clear-cut, showing an inconsistency across the several groups by semester.

Similar data to that reported in the previous section was collected and analyzed for the several ethnic sub-groups according to high school background. Tables 1 to 4 which may be found in the Appendix present these statistics on persistence and academic performance variables for the following sub-groups: (1) students from predominantly Negro high schools, (2) students from predominantly Mexican-American high schools, (3) students from the other non-ethnically identifiable Los Angeles City high schools, and finally (4) students from high schools located other than in Los Angeles. In consulting Tables 1 through 4 the reader gains an empirical impression, then, of the progress over the two semester's time span when measured by persistence and academic performance criteria of each of the ethnic sub-groups and the so-called "remedial" student sub-group.

TABLE X. SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE:
STUDENTS FROM HIGH SCHOOLS OTHER THAN L.A. CITY

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES	Fall, 1968								
	Male	19	19	100%	10	53%	11.2	2.11	33%
	Female	38	37	97%	28	76%	10.3	2.24	
	TOTAL	57	56	98%	38	68%	10.6	2.20	
	Spring, 1969								
	Male	32	29	91%	19	59%	11.1	2.16	53%
	Female	28	27	96%	17	61%	11.3	2.27	
	TOTAL	60	56	93%	36	60%	11.2	2.21	
NOT INVITED BUT COUNSELED	Fall, 1968								
	Male			NONE					
	Female								
	TOTAL								
	Spring, 1969								
	Male	8	1	12%	1	100%	15.0	3.80	73%
	Female	3	2	67%	2	100%	8.8	2.63	
	TOTAL	11	3	27%	3	100%	10.8	3.17	
COMPARISON GROUP 1 YR AGO	Fall, 1968								
	Male	22	20	91%	1	5%	9.3	1.12	43%
	Female	30	29	97%	11	38%	9.8	1.68	
	TOTAL	52	49	94%	12	24%	9.6	1.45	
	Spring, 1969								
	Male	30	23	77%	12	52%	9.7	1.84	56%
	Female	24	22	92%	14	64%	8.6	2.19	
	TOTAL	54	45	80%	26	58%	9.1	2.00	

Before turning to some general conclusions, another index of longitudinal progress for students counseled and not counseled is presented in Table XI. Table XI depicts comparatively for the total counseled and not counseled groups who returned to L.A.C.C. for the spring, 1969, semester academic progress for the entire 1968-69 year. Table XII depicts similar information broken down for those counselees enrolled in the Developmental Communications program.

TABLE XI. FIRST AND SECOND SEMESTER ACADEMIC AND PERSISTENCE PERFORMANCE OF FALL, 1968, COUNSELEES WHO RETURNED FOR THE SPRING, 1969, SEMESTER

	Counseled Second Semester			Not Counseled Second Semester			T O T A L		
	M	F	Total	M	F	Total	M	F	Total
Fall, 1968									
No. completing semester	40	44	84	54	116	170	94	160	254
No. C average & above	14	32	46	23	58	81	37	90	127
% C average or above	35%	73%	55%	43%	51%	48%	39%	56%	50%
Average units attempted	11.8	11.1	11.4	11.9	9.9	10.5	11.9	10.2	10.8
G.P.A.	1.75	2.30	2.03	1.88	1.93	1.91	1.83	2.04	1.92
Spring, 1969									
No. enrolled	40	44	84	48	91	139	88	135	223
% of fall, 1968 enrollees	100%	100%	100%	89%	78%	82%	94%	84%	88%
No. completing semester	38	41	79	48	86	134	86	127	213
% completing semester	95%	93%	94%	100%	94%	96%	98%	94%	96%
No. of C average or above	16	26	42	18	31	49	34	57	91
% C average or above	42%	63%	53%	38%	36%	37%	40%	45%	43%
Average units attempted	11.2	11.3	11.3	11.2	9.1	9.8	11.2	9.8	10.4
G.P.A.	1.81	2.17	1.99	1.83	1.84	1.83	1.82	1.96	1.90
GPA Differential (F'69-S'68)	+.06	-0.13	-0.04	-0.05	-0.09	-0.08	-0.01	-0.08	-0.02
% counseled 2nd semester	43%	28%	33%						

TABLE XII. FIRST AND SECOND SEMESTER ACADEMIC AND PERSISTENCE PERFORMANCE OF FALL, 1968, COUNSELEES WHO RETURNED FOR THE SPRING, 1969, SEMESTER: STUDENTS ENROLLED IN DEVELOPMENTAL COMMUNICATIONS

	Counseled Second Semester			Not Counseled Second Semester			T O T A L		
	M	F	Total	M	F	Total	M	F	Total
Fall, 1968									
No. completing semester	15	25	40	27	53	80	42	78	120
No. C average or above	6	21	27	10	34	44	16	55	71
% C average or above	40%	84%	68%	37%	65%	56%	38%	71%	59%
Average units attempted	11.4	11.0	11.1	12.4	10.7	11.3	12.0	10.8	11.2
G.P.A.	1.88	2.51	2.27	1.78	2.19	2.04	1.82	2.29	2.12
Spring, 1969									
No. enrolled	15	25	40	24	48	72	39	73	112
% of fall, '68 enrolled	100%	100%	100%	89%	91%	90%	93%	94%	93%
No. completing semester	15	23	38	24	47	7	39	70	109
% completing semester	100%	92%	95%	100%	98%	99%	100%	96%	97%
No. C average or above	7	13	20	7	18	25	14	31	45
% C average or above	47%	56%	53%	29%	38%	35%	36%	44%	41%
Average units attempted	11.3	11.9	11.7	11.1	9.2	9.8	11.2	10.1	10.5
G.P.A.	1.85	2.11	2.01	1.79	1.80	1.80	1.81	1.90	1.87
GPA Differential (F'69-S'68)	-0.03	-0.40	-0.26	+0.01	-0.39	-0.24	-0.01	-0.39	-0.25

III. SUMMARY AND CONCLUSIONS FROM EMPIRICAL EVALUATION

The following statements are generalizations drawn from the statistical data presented in the immediately preceding section.

(1) First semester students (in *both* fall, 1968, and spring, 1969) who were assisted by student counselors persisted through the semester at a rate **substantially** above that of those invited but not counseled and also **substantially** above that of the matched year-earlier comparison group. Persistence rates for first semester counselees for both sexes for both semesters were 95% or above, averaging about 18% above those for students invited but not counseled and about 12% above those for the prior year comparison group. Motivational factors may account for some of the difference between rates for those who accepted and declined invitations to be counseled, but the magnitude and consistency of the differences indicates clearly that student counselors had an impact on students' staying in college throughout their first semester.

(2) In first semester academic performance, the experimental group showed higher grade point averages than the "one year ago" comparison group for both fall, 1968, and spring, 1969, with male differences being clearly demonstrated and female differences slightly less than male. Students declining counseling averaged academically about the same as counselees during fall, 1968, and slightly above in spring, 1969. It can be noted that all spring semester groups performed better than their fall counterparts, which is a predictable trend in general. Also, it can be noted (Table VIII) that entrance exam scores of students declining counseling averaged at about the median for all L.A.C.C. students, while those in the experimental and comparison groups averaged at about the lower quartile; thus, better academic performance could be expected of the first-named group. It appears, then, with this consideration that student counselors had a positive effect on grade point average.

(3) First semester counselees from predominantly Negro high schools persisted at a 100% rate for both fall and spring semesters. Their academic performance was slightly below that of all counselees but better than that of their counterparts a year earlier, especially for males. All Negro sub-groups showed a lower percent male than the total groups.

(4) Numbers are small for students from predominantly Mexican-American high schools. The data indicate no clear conclusions, although persistence rates are slightly higher for counselees.

(5) A total of 88% (94% of males, 84% of females) of the fall, 1968, counselees returned for the spring semester. Of those returning, about a third continued meeting with their student counselor. No differences in second semester persistence or academic performances between these two groups can be noted from the data. Second semester persistence rates were about 95% for both groups, and both groups' grade point averages were slightly lower in spring, 1969.

(6) Considering only students enrolled their first semester in Developmental Communications, persistence was comparable to all counselees for both first and second semester, first semester grade point averages were about equal, second semester averages were about a quarter of a grade point lower than first semester. This second semester drop is not surprising, as these students' average score on the entrance examination is considerably below that of the total group of counselees.

In summation, the data indicate that student counselors clearly had an effect on their counselees' staying in school throughout their first semester and, although less dramatically, also tended to improve their academic performance. Neither of these effects is apparent when counseling is continued throughout the students' second semester in college. It would appear, then, that the maximum and therefore optimum utilization of peer counselors occurs during the counselee's first semester period of greatest transition and adjustment. This latter point, however, is germane only to the extent that one considers the purpose of a peer counseling program to be measurable in terms of academic performance and persistence factors alone.

VIII. SUMMARY AND CURRENT STATUS OF THE L.A.C.C. PEER COUNSELING PROGRAM

After two years of experimentation with peer counseling, it is a pleasure to report that the implementation of the concept has been firmly established at Los Angeles City College. Present plans are to integrate the program with the instructional curriculum on a permanent basis. The current academic year, 1970-71, inaugurates the first phase of that integration.

One thousand incoming students will be assigned peer counselors. These students are freshmen identified as those most likely to benefit from peer counseling in their efforts to adjust to the collegiate experience. These freshmen, largely from minority groups and those academically poorly prepared, will enroll in a one-unit course of orientation to be conducted by a faculty advisor, most often a professional counselor whenever possible. There will be forty such classes, each enrolling twenty-five freshmen. Within each group of twenty-five, two peer counselors will be assigned who will meet one hour per week with the group as well as dividing the class for individual counseling responsibility. The peer counselor will be charged with the responsibility of meeting and conferring with each individual counselee from his assigned load on a regular basis. Thus the orientation program provides the vehicle for enabling the peer counselor and counselee to come together once a week under the supervision of a faculty advisor.

Coordinating the activities of the faculty advisors and student counselors will be the director of the peer counseling program. He will meet

one hour per week with the peer counselors as part of their on-the-job training program designed to help peers enhance interpersonal relationships and to give them some experience in group dynamics. The program director will also meet and confer with the faculty advisors regarding the structure of each weekly orientation and will direct the involvement between faculty advisors and peer counselors in coordinated efforts to provide a continuously unique orientation to the college life--combining the advantages of formal structure with informal structure. Peer counselors will be working closely with professional counselors (often the faculty advisor of the orientation group) in providing massive support for their counselees.

The program director will be a member of the Psychology Department. as well as a member of the counseling staff. He will therefore be in an admirable position to demonstrate the feasibility of giving college credit to the peer counselors on the basis of his in-service instruction as well as the experiential basis of interaction with the counselees. Thus the guidelines, concepts, and articulation problems alluded to in this report will be put into practice at Los Angeles City College with the beginnings of institution-wide support and recognition.

APPENDIX A. FALL SEMESTER, 1968, PERSISTENCE AND ACADEMIC PERFORMANCE DATA BY ETHNIC GROUP

TABLE 1. FIRST SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE: STUDENTS FROM PREDOMINANTLY NEGRO HIGH SCHOOLS

	Fall, 1968 (OEO criterion met) Counselees				Fall, 1967 Comparison Group
	not in D. S. A R	in D. S. A D	Total A	not counseled B	A - 1
TOTAL					
Number	46	32	78	76	81
No. completing semester	46	32	78	57	69
% completing semester	100%	100%	100%	75%	85%
No. C aver. or above	21	15	36	26	22
% C aver. or above*	46%	47%	46%	46%	32%
Aver. units attempted	10.3	10.4	10.4	10.9	9.5
G.P.A.	1.69	1.87	1.76	1.97	1.60
MALES					
Number	11	8	19	27	27
No. completing semester	11	8	19	18	24
% completing semester	100%	100%	100%	67%	89%
No. C aver. or above	5	3	8	6	3
% C aver. or above*	45%	38%	42%	33%	12%
Aver. units attempted	11.7	11.3	11.6	8.7	9.0
G.P.A.	1.91	1.49	1.73	1.74	1.28
FEMALES					
Number	35	24	59	49	54
No. completing semester	35	24	59	39	45
% completing semester	100%	100%	100%	80%	83%
No. C aver. or above	16	12	28	20	19
% C aver. or above*	46%	50%	47%	51%	42%
Aver. units attempted	9.8	10.2	10.0	11.9	9.7
G.P.A.	1.60	2.01	1.77	2.05	1.75
% Males	24%	25%	24%	36%	33%

*based on number completing semester

TABLE 2. FIRST SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE: STUDENTS FROM PREDOMINANTLY MEXICAN-AMERICAN HIGH SCHOOLS

	Fall, 1968 (OEO Criterion met) Counselees				Fall, 1967 Comparison Group
	not in D. S. A R	in D. S. A D	Total A	not counseled B	A - 1
TOTAL					
Number	18	15	33	63	36
No. completing semester	18	14	32	45	33
% completing semester	100%	93%	97%	71%	92%
No. C aver. or above	5	8	13	22	14
% C aver. or above*	28%	57%	41%	49%	42%
Aver. units attempted	11.6	12.2	11.8	10.0	10.5
G.P.A.	1.66	1.77	1.71	1.96	1.78
MALES					
Number	12	7	19	26	18
No. completing semester	12	7	19	17	18
% completing semester	100%	100%	100%	65%	100%
No. C aver. or above	2	3	5	7	10
% C aver. or above*	17%	43%	26%	41%	56%
Aver. units attempted	12.2	13.1	12.5	11.0	10.6
G.P.A.	1.54	1.76	1.62	1.73	1.98
FEMALES					
Number	6	8	14	37	18
No. completing semester	6	7	13	28	15
% completing semester	100%	88%	93%	76%	83%
No. C aver. or above	3	5	8	15	4
% C aver. or above*	50%	71%	62%	54%	26%
Aver. units attempted	10.4	11.3	10.9	9.3	10.4
G.P.A.	1.94	1.78	1.85	2.13	1.54
% Males	67%	47%	58%	41%	50%

*based on number completing semester

TABLE 3. FIRST SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE: STUDENTS FROM "OTHER" L. A. CITY SCHOOLS

	Fall, 1968 (OEO Criterion met) Counselees				Fall, 1967 Comparison Group
	not in D. S. A R	in D. S. A D	Total A	not counseled B	A - 1
TOTAL					
Number	42	41	83	160	81
No. completing semester	41	41	82	140	70
% completing semester	98%	100%	99%	88%	86%
No. C aver. or above	18	20	38	72	27
% C aver. or above*	44%	49%	46%	51%	39%
Aver. units attempted	10.8	12.0	11.4	11.1	9.8
G.P.A.	1.88	2.13	2.02	1.91	1.80
MALES					
Number	19	17	36	84	26
No. completing semester	19	17	36	77	24
% completing semester	100%	100%	100%	92%	92%
No. C aver. or above	9	4	13	36	6
% C aver. or above*	47%	24%	36%	47%	25%
Aver. units attempted	12.0	12.3	12.1	11.7	9.4
G.P.A.	1.88	1.79	1.84	1.85	1.60
FEMALES					
Number	23	24	47	76	55
No. completing semester	22	24	46	63	46
% completing semester	96%	100%	98%	83%	84%
No. C aver. or above	9	16	25	36	21
% C aver. or above*	41%	67%	54%	57%	46%
Aver. units attempted	9.8	11.8	10.8	10.4	10.1
G.P.A.	1.88	2.38	2.17	1.99	1.92
% Male	45%	42%	43%	53%	32%

*based on number completing semester

TABLE 4. FIRST SEMESTER PERSISTENCE AND ACADEMIC PERFORMANCE: STUDENTS FROM HIGH SCHOOLS OTHER THAN L. A. CITY

	Fall, 1968 (OEO Criterion met) Counselees				Fall, 1967 Comparison Group
	not in D. S. A R	in D. S. A D	Total A	not counseled B	A - 1
TOTAL					
Number	26	31	57	none	52
No. completing semester	25	31	56	-	49
% completing semester	96%	100%	98%	-	94%
No. C aver. or above	11	27	38	-	12
% C aver. or above*	44%	87%	68%	-	24%
Aver. units attempted	10.0	11.1	10.6	-	9.6
G.P.A.	1.88	2.43	2.20	-	1.45
MALES					
Number	10	9	19	-	22
No. completing semester	10	9	19	-	20
% completing semester	100%	100%	100%	-	91%
No. C aver. or above	5	5	10	-	1
% C aver. or above*	50%	56%	53%	-	5%
Aver. units attempted	10.6	11.9	11.2	-	9.3
G.P.A.	2.05	2.17	2.11	-	1.12
FEMALES					
Number	16	22	38	-	30
No. completing semester	15	22	37	-	29
% completing semester	94%	100%	97%	-	97%
No. C aver. or above	6	22	28	-	11
% C aver. or above*	40%	100%	76%	-	38%
Aver. units attempted	9.6	10.8	10.3	-	9.8
G.P.A.	1.75	2.54	2.24	-	1.68
% Male	38%	29%	33%	-	43%

*based on number completing semester

APPENDIX B. DIRECT QUOTES FROM STATEMENTS BY STUDENT COUNSELORS (EACH FROM A DIFFERENT PERSON):

"I believe that both professional counselors and student counselors are working to help the students and any petty problems should be put aside . . . There were a few misunderstandings and perhaps some lack of communication between student counselor and director and administration."

". . . regular middle class values in conflict with Black, Brown, and other ethnic group values."

"The program helped me in developing my personality and confidence in myself. It gave a sense of worthiness."

"From what I have observed, some of the professional counselors have tended to be somewhat envious of the student counselors."

"They (student counselors and professional counselors) should be married very thoroughly. Even using imagination of a simpleton, anyone can see the immense benefit of having minority student counselors, working with minority students, and working also very closely with the professionals to bridge the gap . . . (did you find it so?) Damn right--and so did those professionals with whom I worked. I am not certain, however, as to how the other assistants were able to develop a good working relationship with the professionals."

". . . in the beginning, the problem was very instructional. But toward the end, most of the spirit was gone due to internal problems."

"Helped me to better understand the needs of the Black students at L.A.C.C. and also helped me to better understand how the educational institutions fail in meeting these needs."

"The program is giving me great insight into my personal abilities and limitations . . . counselees felt they had a friend who cared how they did in college . . . I learned certain answers just by listening to one of the professional counselors answer questions . . . I found the director a warm, sympathetic, patient man who always found time to discuss with me any problems."

"It helped in one way I know for a fact and that is not feeling down and out about being in the Developmental Studies."

"By the end of the spring semester the student counseling program will be excellent; due to trial we will have corrected all errors."

"Need to learn more about group process, ability to counsel more than one or two but a group of ten or more."

"The attitude of both professional counselor and student counselor should be one of mutual respect. The professional counselor should not feel threatened . . . and the student counselor should accept meaningful advice . . . I did not find this relationship to exist in overall terms. It existed with certain individuals on both sides."

APPENDIX C. DIRECT QUOTES FROM STATEMENTS BY PROFESSIONAL COUNSELORS (EACH FROM A DIFFERENT PERSON):

"There are several student counselors who are hard working, conscientious, and dedicated to their job. But they tend to carry along with them the deadwood who seem to be far more concerned about their outside activities and conferences with their own select group of friends."

"The student counseling staff should be reduced in size; frequently the current members of the staff have little or nothing to do."

"Student counselors should be aware of the need of the close team relationship with professional counselors and to be willing to cooperate . . . There has been practically no effort to work with me as a professional counselor."

"They have given much wrong information to students as well as directing them in unrealistic goals and classes. This later was determined by accidentally seeing students after their advice by student counselors."

"A friendly and helpful rapport should exist between student counselors and professional counselors . . . The student counselors resented any suggestions made to them."

"Students should not be chosen for this program who are known militants on campus."

"I feel that it could be of great value, but structured with the severe limitations imposed by outside funding, I feel that perhaps more harm than good is resulting from it."

"People selected in wrong manner--should be selected on basis of scholarship, citizenship, and basic integrity for this type of work where they deal with students' careers and affect their decisions and their lives."

"A student who wanted Business Data Processing was enrolled on the advice of the student counselor in Computer Technology . . . I strongly recommend that student counselors work more closely with the professional counselors."

"I believe that the student counselors *have* helped give additional confidence to minority group members . . . My principal complaint is the separateness with which the two groups (student counselors and professional counselors) have proceeded . . ."

"I believe with adequate training and orientation students can successfully relieve the professional counseling staff of much routine advisement and can relate particularly well to some students of minority groups."

"Successful students interested in helping can be effective in working with other students . . . I feel counseling at L.A.C.C. could be more meaningful if there was closer cooperation between the two segments.

"I know very little about what is going on in the program . . . In general it appears that students are using the service and without information on negative reactions, it appears that the service is of value. The student counselors that I have seen on duty seem conscientious, concerned, able to express their ideas well, and capable of relating to other students."

"It is my opinion that many of the student counselors (not all) are not following the original concept of the role of the position, but are more interested in devoting their attention to activities of another nature."

"If the program is to be more meaningful, the communication between professional counselors and student counselors must be improved. The critical issue is the giving of wrong information . . ."